Townlands C of E Primary Academy

Accessibility Plan

Approved by: Rachael Johnson (Chair of Governors)

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Next review due by: November 2029

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Townlands aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind (see Equality policy.)

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff understand equality issues with reference to the Equality Act 2010, including understanding disability issues.

Townlands support any available partnerships to develop and implement the plan.

The priorities for the Accessibility Plan for our school are identified by:

- The Governing Body
- Head Teacher
- SLT
- School Business Manager
- Site Manager

A plan of the school buildings showing areas of accessibility is available on request. An Access Audit is carried out by the Headteacher, H & S Governor and Site Manager on an annual basis.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our aim at Townlands is to reduce and eliminate barriers to access to the curriculum and ensure full participation in the school community for pupils, and prospective pupils with disability.

1. Improving participation in the curriculum

Priority	Lead	Strategies/Action	Resources	Timescale	Success Criteria
SEND and medical register and information on children with additional needs to be updated.	SENDCo	Ensure all registers are up to date and annotated accordingly. Meet with parents of children whose care plans/documentation needs updating.	Care plans	Ongoing	Teachers and LSAs will be aware of the needs of children in their class.
Effective communication and engagement of parents with need.	SLT, SENDCo	Coffee mornings SENDCo presence at parents evening Stay and learn sessions Annual review meetings with SENDCo	Time allocated Refreshments	Ongoing	Parents/Carers fully informed about progress and engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils.	SENDCo	Epi-pen training Intimate Care policy and staff training Allergen Policy and staff training Training from learning and behaviour advisory team (Oakfield) Ongoing guidance from specialists Training from specialists e.g. autism outreach, mental health nurse. First aid training.	Training time LSA time allocated Spare epi pens	In place and ongoing Regular visits from outside professionals	Increased access to the curriculum. Needs of all learners met. Maintained records of staff trained.
Adaptations to the curriculum, to meet the needs of individual learners	SENDCo All teaching staff	Pastoral support Timetable adaptations Use of access arrangements for assessments and national tests Use of technology to aid learning	IT equipment LSA/Pastoral team time	Ongoing	Needs of all learners met, enabling positive outcomes.

All enrichment activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT SENDCo Office staff All teaching staff	Risk assessments will be untaken where appropriate.	Any specialist equipment needed.	Ongoing	Increased access to a range of activities for all pupils with SEND
The Forest school programme supports play, exploration and supportive risk taking for all pupils including SEND.	Forest school lead SENDCo Support staff	Risk assessments will be untaken.	Any specialist equipment needed.	Ongoing	Increased access to a range of activities for all pupils with SEND

2. Improving physical environment

Priority	Lead	Strategies/Action	Resources	Timescale	Success Criteria
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve the access to the school's physical environment for all.	Site Manager SENDCo	Circulate ''Reasonable Adjustments" classroom checklist. Ensure all classrooms and resources are organised in accordance with pupil need.	Any specialist equipment needed.	On going	Modifications will be made to the classrooms and the school building accordingly.
Maintain safe access around exterior of school.	Site Manager	Ensure that pathways are kept clear of vegetation and obstacles. Ensure pathways are maintained regularly to avoid trip hazards.	Time	Ongoing	To ensure all families and children can move unhindered along exterior pathways.
Maintain safe access around interior of the school.	Site Manager	Awareness of flooring, furniture and layout in planning for all pupils.	Time	Ongoing	To ensure all children and staff can move safely around the school.

3. Improve the delivery of information to pupils, parent/carers and other members of the school community					
Priority	**Lead**	**Strategies/Action**	**Resources**	**Timescale**	**Success Criteria**
Improve availability of written information.	SLT Office	Regular newsletters communicated to parents and carers. Leaflets/flyer disseminated to prospective families. Key contents published on school website. Arbor messaging service.	Paper Website Arbor	Ongoing	All parents/carers will be up to date and well informed of school information.
Ensure that reasonable adjustments are made for children with a disability, medical condition or other access needs so as they can fully access the curriculum.	SENDCo Teachers LSAs	Adopt a pro-active approach to identifying the access requirements of all pupils and make reasonable adjustments where possible.	Cost of materials	Ongoing	Appropriate considerations and reasonable adjustments are made so that pupils, parents/carers understand.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, Site Manager and Governing board.

It will be approved by the Headteacher and governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality plan
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Complaints policy