



Totley All Saints CE Primary School

Accessibility Policy

'Every day excellence for EVERY child'

Last reviewed:	January 2024
Next review due by:	January 2025



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ACADEMIES
TRUST

Sections covered in this policy are:

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2. Definition of disability
3. Our school values
4. Our key principles
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1. Aims and Principles

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 disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2. Definition of Disability

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.

3. Our School Values

'Every day excellence for EVERY child'

Our Values are fully in-line with the Equality Act 2010 and are central to all our work at school. They are shared and understood by all in school.

THE TASS COMMUNINUTY: GROWING AND LEARNING TOGETHER



4. Our Key Principles

This plan has been produced in accordance with the Equality Act 2010, Compliance with the Equality Act is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEND policy.

The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, the local school board and staff will have regard to the SEND Code of Practice.

Our school:

- Recognises and values the parent's knowledge of their child's disability and its effect on his/her ability
- Respects the parent's and child's right to confidentiality

The academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of students.
- Endorsing the key principles in the National Curriculum Framework

5. Other Important Information

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 are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. The school is an academy within the Diocese of Sheffield Academies Trust. The Trust is fully committed to the Equality Act 2010. The Trust's policies and procedures following reflect this. There is a high-level commitment to any child who is disadvantaged and the Trust works closely with its schools to ensure any barriers to learning are overcome. The Trust has a central team which supports its work in this area, ensuring Human Resources policies are supportive of equality for all staff. They hold their schools to account for this. Our trust and 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.

6. Legislation and Guidance

This document meets the requirements of <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10> (Equality Act 2010) and <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> (the Department for Education 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 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

7. Monitoring Arrangements

This document will be reviewed **every 3 years**, but may be reviewed and updated more frequently if necessary. It will be approved by the Local School Board.

8. Links to Other Policies

This accessibility plan is linked to the following policies and documents which are available on the website:

- Risk assessment policy
- Health and safety policy
- Equality Policy and information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Curriculum documents

9. Provision

The plan below outlines the main provisions and actions that the school has made and is planning to make, to achieve the key objectives linked to Curriculum, the environment and policies and initiatives including improvements to the delivery of information to pupils with a disability.

Increase access to the curriculum

Activity	Responsible	Timescale	Outcome
Provide quality, planned professional development for staff each week linked to the following: Quality First Teaching, Curriculum Development, Sheffield Support Grid and associated support strategies. Responding to assessments and data. Curriculum development to support all children. Provision for SEND pupils.	SLT members SENDCO	Ongoing and planned termly in line with identified priorities	Staff are fully up to date with current curriculum development and ensure a high level of provision is in place in their classrooms and beyond for all SEND pupils, who make good or better progress as a result.
Share good practice relating to disability issues and data.	SENDCO	Ongoing when needs and strengths are identified	Excellent teaching and learning is in place in all classrooms.
Monitoring of teachers' planning and practice will include careful consideration of differentiation and 'reasonable adjustments' made.	SLT	Ongoing weekly and through half termly collection of MTP and outcomes for sampling	Quality First teaching is in place and SEND children have their needs met through the curriculum. As a result, progress is increased.
Review of resources and ICT provision.	HT, SENDCO, relevant SLT member and subject leads	Termly	Resources are relevant, of high quality and match needs. They support achievement.
Audit of staff training needs.	HT, SLT and SENDCO.	Termly collation of monitoring feed into teacher profiling and planning for development	Professional development is relevant and purposeful. Excellent teaching is in place and SEND children have their needs met through the curriculum. As a result, progress is increased.

Improve and maintain access to the physical environment

Activity	Responsible	Timescale	Outcome
Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school.	Site Manager and Business Manager Trust Buildings Manager	Termly and annual audit	The environment is fully accessible and is maintained to a high standard
Consider as part of the audit the provision of ramps, disabled parking, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	Site Manager and Business Manager Trust Buildings Manager	Termly and annual audit	The environment is fully accessible and is maintained to a high standard
Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	Site Manager, Business Manager, Local School Board, Trust Buildings Manager	Termly and annual audit	The environment is fully accessible and is maintained to a high standard

Policies and initiatives including improvements to the delivery of information to pupils with a disability

Activity	Responsible	Timescale	Outcome
Behaviour Policy Review: ensure the policy supports all children to learn in a safe and supportive environment, adapting the policy when necessary to meet a range of complex needs.	HT and SLT	Annual	The Behaviour policy is up to date, drives practice forward and leads to the development of excellent behaviour
Ongoing review and improvement of Breakfast and Lunch provision.	HT, Business Manager and Catering Manager	Termly	The quality of meals provided is high and all children access breakfast.
Include information and key documents on school website/learning platform	Business Manager and IT Manager	Termly	The website is compliant and informative
Consider and improve the accessibility of text-based information provided to the school community – books, letters home, newsletters, website, etc; look at ways	HT, Business Manager, Admin staff, IT Manager and SLT	Termly review of all written communication, sampling letters collated in the office	All information provided is accessible but also informative for all parents, children and wider stakeholder groups.

of reducing communication barriers for those with visual impairment, limited English or dyslexia, including translation of letters and use of interpreters. The use of class dojo will allow ongoing translation of all messages to parents.		and auditing the website	
Include aspects of Disability Equality in assemblies and collective worship	HT	Termly	Children develop a good understanding of equality through topics covered and resources used.
Increase awareness of and positive attitudes towards disability through the curriculum, particularly but not exclusively through the RSHE, PSHE and History	SLT and teachers	Annual review of topics and resources	The topics covered and resources used present positive views and images of disability and difference. This is planned within the curriculum and not left to chance. Children demonstrate an understanding and respect of disability as a result.
Review the accessibility of written information to those with a disability and implement any necessary actions for improvement. Ensure staff make appropriate adjustments to support access, e.g., use of Communicate in Print, ensuring texts are phonically decodable at the child's stage of development. The school will work closely with all SEND professionals in terms of supporting children with hearing and visual impairments.	SENDCO	Annually	Written information is fully accessible
Review of other linked policies: SEND, Health and Safety, Equal Opportunities, Anti-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information; Write impact statements	HT, SLT and Business Manager	Termly	Policies and practice are embedded across school and there are clear aims within each area.
Ensure staff are fully briefed and up to date with Disability Equality Schemes and that it is added to induction training of new staff	SENDCO and Business Manager	At time of induction. Induction process reviewed annually	All staff understanding their responsibilities in supporting Disability equality and have a good knowledge and understanding of the needs of all children within their care.