



Accessibility Policy and Plan

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Signed: Chair of Governors / Chair of Responsible Committee	Andrea Hodges
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Twyford C of E School Accessibility Plan 2023 – 2027

Introduction

The Governing Body of Twyford C of E School has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourable for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for Disabled pupils.

This plan sets out the proposals of the Governing Body of Twyford C of E School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 1995:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

- We aim to give each child the feeling of dignity and self-respect that comes from being treated as an individual; the pride in being part of a considerate corporate body and the delights of success in his/her own achievements. We provide a caring, happy environment which is conducive to learning and in which a disabled child feels secure.
- We promote equal opportunities for all children in all aspects of school life and help all children to achieve their potential in all areas of development. We will ensure that disabled pupils take equal advantage of education and associated services and are not discriminated against in any way. We plan to make reasonable adjustments to ensure that disabled pupils are not at a disadvantage.
- We aim to consult pupils and parents and take advice from the local authority, other agencies and local and national voluntary organisations.
- The responsibility for overseeing the plan will rest with the Headteacher and the Equalities Governor reporting to the Governing body.

Information from pupil data and school audit

- Ongoing pupil assessment will include identification of individual pupil needs to identify any potential disability which may limit access to learning and teaching and require modification to the curriculum (including school visits and extra-

curricular activities), resources, classroom organisation or structure of the building.

The main priorities in the school's plan

- Increasing the extent to which disabled pupils can participate in the school curriculum.
 - Identification of the nature of disability.
 - Plan to meet the needs of the individual pupil in terms of access to high quality teaching and learning including all aspects of the curriculum, recreation, movement around the school, special events and school visits.
 - Identify level of support needed from other agencies and internally (eg LSA support).
 - Ensure sufficient funding is available from internal or external sources.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
 - Ensure necessary access to the school is in place.
 - Inspect existing classroom arrangement, furniture and equipment to ensure suitability for the disabled child including wheelchair access.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:
 - Ensure equal access for disabled children by means of suitable methods, eg enlarged print, Braille, audio tape, audio loop, video tape or simplified texts.
 - The school will establish contact with relevant support services as necessary.

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategy	Outcome	Timeframe/Cost	Achievement
Provide training for teaching and support staff in the early identification of children with specific needs.	Undertake an audit of staff training requirements. Access outreach support from relevant agencies. Staff attend CPD training according to need.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	According to need. Cost of outreach support and training.	Children with specific needs are quickly identified and supported appropriately.
Ensure that staff have specific training in order to be best placed to support the diverse needs of pupils in their class.	Undertake an audit of staff training requirements. Access outreach support from relevant agencies. Staff attend CPD training according to need.	All teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum. Teachers are aware of the relevant issues and can ensure that all pupils have quality of access to teaching and learning.	According to need. Cost of outreach support and training.	Increase in access to the EYFS and National Curriculum. Equality of access for all children
Training for Awareness Raising of Equality Issues	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to equality	Ongoing Cost of training as required.	Society will benefit by a more inclusive school and social environment

Ensure all children on SEND register have a School Support Plan/EHCP plan in place according to need.	EHCP/School Support Plans in place for all SEND children.	School support plans /EHCP are up to date and forms a key part of the planning process for all pupils.	SENDCo and class teacher time. (termly)	SEND pupils needs are met to maximise their progress and attainment.
Plan all out-of-school activities including clubs and off-site visits to ensure the participate of all pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Increase in access to all school activities for all pupils
Review TA deployment as needed to enable SEND pupils to be appropriated supported.	Review TA deployment in light of SEND pupils joining the school to ensure these pupils are appropriately supported.	TA support is allocated in accordance with the individual needs of SEND pupils.	As required Cost of additional TAs as required.	SEND pupils receive the support they require throughout the school day to fully access the curriculum and all other opportunities.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review implement a suitable layout of furniture and equipment for all classes	Lessons start without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support	According to need	Increase in access to the EYFS and National Curriculum

To provide furniture at relevant heights to cater for disabled pupils	Survey furniture heights and seek advice from Occupational Health as required	Furniture will be at the correct height for disabled and wheelchair users	According to need. Cost of modified furniture as required.	All disabled pupils will be safely and comfortably accommodated during learning activities.
To provide library and reading books relating to disability.	Audit library and reading books to ensure that there are examples of positive images of disabled people.	Books accessible to pupils will show a positive image of disability.	Cost of books are required.	Resources support the school's inclusive policy.

2. Improving the Physical Environment of the school to increase the extent to which disabled pupils can take advantage of education and associates services.

This plan is structured in conjunction with school’s Asset Management Plan, Safeguarding Policy, School Travel Plan and Health and Safety Audits. The plan considers the work necessary to ensure reasonable adjustments have been made to the physical environment of the school to accommodate accessibility issues.

Location	Item to improve physical access	Activity	Timescale	Cost £
Approach to school	Drop kerbs, traffic calming, pedestrian crossing	Install drop kerbs, traffic calming measures and pedestrian crossing (link to School Travel Plan)	Ongoing	BCC Highways
All entrances both external and internal	Flush floor surfaces with doorways sufficiently wide to a wheelchair. Handrails are fitted to external exists where it is not possible to have a flush floor surface.	Improve access to all areas of the school both ingress, egress and through internal doorways by ensuring that floor surfaces are flush or have ramps and that doorways are sufficiently wide enough to accommodate a wheelchair.	According to need	As funds allow
Car park	Extend to include disabled parking bay	Provide designated parking bay for disabled persons	According to need	As funds allow
Footpaths	Footpaths and walk ways	Review levels and condition of footpaths and carry out remedial work as required	Part of termly H&S audit	As funds allow

Corridors/exits/entrances/Cloak rooms/fire exit routes	Ensure free from trip hazards and keep emergency exits clear	Identify appropriate storage for equipment and ensure that items are not left indiscriminately. Remove any obstacles from around signed emergency routes	September 2023 ongoing	None
Disabled Toilet	Grab rails and emergency pull	Provide grab rails to assist the disabled user and emergency pull to alert when support is needed.	According to need	As funds allow
Classrooms/Library/Hall	Improve furniture layouts to increase access	Staff to be aware of mobility and H&S issues	According to need	None
Fire exits and exit routes	Personal Emergency Evacuation Plans	Put in place Personal Emergency Evacuation Plans for all disabled children to ensure disabled pupils can be a safely evacuated from the school building.	According to need	None

3. Improving the delivery of written information to disabled pupils, staff, parents, visitors in an appropriate format.

Target	Strategy	Outcome	Timeframe/Cost	Achievement
Make available written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	According to need.	Delivery of information to disabled pupils/parents/carers improved
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those who require it.	All school information available for all in a variety of formats. School information sent via email and published on school website and regularly updated. Information also available as hard copies for parents without internet access.	According to need.	Delivery of school information to parents and the local community improved.
Raise awareness and identify disability issues concerning the use of ICT	Seek advice from the LA as need arises (SEND dept)	Improved knowledge of adaptations of ICT for disabled pupils	According to need Cost as required.	ICT access for disabled pupils improved
Use on electronic method of communicating with parents	Electronic methods of communicating with parents continue to be provided.	The school continues to use electronic communication methods and is knowledgeable about best practice	September 2023 onwards Cost as required.	The school is using electronic communications wherever possible.

Provide coloured overlays for pupils with visual dyslexia	The school will purchase coloured overlays for use with pupils with visual dyslexia	Coloured overlays used for dyslexic pupils.	September 2023 onwards Cost of overlays.	Dyslexic pupils have improved access to written text.
Continue to pay subscription to an educationally focused website company to ensure that fonts used on the school website, are clear and appropriate background colours are used.	The school will continue to subscribe to a website company to ensure that fonts used on the school website, are clear and appropriate background colours are used.	Website is user friendly for all users.	September 2023 onwards Subscription costs.	Website accessible to all users.
Use visual timetables in all classes	The school will ensure all classes display a visual timetable.	Visual timetables on display in all classes for all children to reference.	September 2023 onwards	All children can access the daily timetable and are familiar with routines.