

**Terrington St Clement Community School**  
**Accessibility Plan**  
**2018 - 2021**

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The definition of disability under the Equality Act 2010 is 'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

This plan links to the premises and development plan, all policies under the safeguarding umbrella and the teaching and learning policy and is part of ongoing monitoring by subject groups, the SLT, phase leaders and governors.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Terrington St Clement Community School's complaints policy is to be followed if anyone feels the accessibility plan does not meet their needs.

Approved by: F&GP/SP&D Committee

Date: 28 06 2018

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## Aims and objectives:

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All pupils have access to appropriate exercise books which are differentiated either by colour of pages or size of lines.</p> <p>Pages on whiteboard screens are colour-neutral to avoid screen glare for pupils with visual stress.</p> <p>Coloured overlays are provided where necessary.</p> <p>Specialist equipment such as: shaped pencils, grips, scissors with spring-bounded handles, sloped desks, steps, cushions etc are provided.</p> <p>Where needed, pupils are provided with 1:1 support.</p> <p>Sensory stimulation is provided in The Lodge.</p> <p>Differentiated learning journey provides for pupils whatever their needs.</p>	<ul style="list-style-type: none"> <li>• setting suitable learning challenges</li> <li>• respond to pupils' diverse learning needs</li> <li>• overcome potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul>	<p>SEND team liaise with all staff to make sure there are sufficient resources for pupils needing specialist equipment.</p>	<p>Classteachers report SEN concern on CPOMS.</p> <p>SEN team respond to CPOMS SEN alert</p>	<p>As soon as needed (not limited to timescale)</p>

Improve and maintain access to the physical environment	The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, and provides improved access, lighting and colour schemes, more accessible facilities and fittings such as ramps and hoists for changing nappies.	<ul style="list-style-type: none"> <li>To provide a physical environment which is safe and conducive to learning for all pupils with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>Site Officer makes checks as part of his regular premises checks</li> <li>Governors monitor site suitability through this plan and with shared site visits with nominated governor.</li> </ul>	DH  SP&D /F&GP committee	Weekly  Termly
Improve the delivery of written information to pupils	<p>All pupils have access to appropriate exercise books which are differentiated either by colour of pages or size of lines.</p> <p>Pages on whiteboard screens are colour-neutral to avoid screen glare for pupils with visual stress.</p> <p>Coloured overlays are provided where necessary.</p> <p>Differentiated learning journey provides for pupils whatever their needs.</p> <p>Pupils use visual line readers where diagnosed with visual dyslexia.</p>	<ul style="list-style-type: none"> <li>setting suitable learning challenges</li> <li>respond to pupils' diverse learning needs</li> <li>overcome potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Assess pupil difficulties and liaise with SEND team to see what adjustments are needed.</li> <li>KB order resources through school office.</li> </ul>	<p>Classteachers report SEN concern on CPOMS.</p> <p>SEN team respond to CPOMS SEN alert</p>	As soon as needed (not limited to timescale)
Make sure school visits are accessible to all pupils irrespective of attainment or impairment?	Potential access issues are identified at the planning stage and visits are planned to be accessible to all pupils.	<ul style="list-style-type: none"> <li>Assess all visits to make sure all pupils can take part</li> <li>Make adjustments if/where needed</li> </ul>	<ul style="list-style-type: none"> <li>Phase Leaders consider pupils with SEND when arranging visits and discuss how to make the visit accessible for them.</li> </ul>	Phase Leaders	As pupils are enrolled at school
All pupils are adequately prepared for entry into school and transition between year groups.	<p>Pupils entering EYFS have unlimited access to taster sessions at which parents can make sure their child's needs are shared.</p> <p>Pupils with additional needs and disabilities have additional transition time and supported transition</p>	<ul style="list-style-type: none"> <li>To discover if any prospective pupils need additional transition or support.</li> </ul>	<ul style="list-style-type: none"> <li>Plan induction activities during the summer term.</li> <li>Liaise with parents to discover if any pupils have</li> </ul>	Phase Leaders	As pupils are enrolled at school.

	with a specially created booklet as a social story.		additional needs or disabilities		
All school clubs and activities are accessible to all.	Adjustments are made to include all pupils in all clubs.	<ul style="list-style-type: none"> <li>• Make sure there is a range of clubs and all are accessible to all pupils</li> <li>• Make adjustments where adjustments will allow all pupils take part in clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff running clubs need to look at membership groups and make adjustments through consultation with SENDcO and parents where appropriate.</li> </ul>		

#### Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The main body of the building is single storey although the Food Technology Suite is on a higher floor.	If any pupil, member of staff, parent or visitor is to take part in food technology activities, the activity will be done elsewhere in the building such as in a classroom.	Phase Leaders	When appropriate
Corridor access	Three classrooms on the main corridor to the hall have a single step as does the classroom next to the staffroom.	Wooden ramps placed at strategic points in the corridors are checked by the site officer for location and for condition.	Site Officer	Half-termly
Parking bays	There are six designated disabled parking bays, all clearly marked.	Parking signs have been installed in the staff car park for those who are blue badge holders	Site Officer	Daily
Entrances	The main entrance is automated.	None needed.	N/A	N/A
Ramps	Portable ramps are available where there are steps up to classrooms.	Wooden ramps placed at strategic points in the corridors are checked by the site officer for location and for condition.	Site Officer	Half-termly

Toilets	There are three access toilets; one in KS1 and KS2 and EYFS.	The hoist in KS1 and EYFS access toilet are regularly maintained by a professional company.	Arranged by Business Manager	Twice a year.
Emergency escape routes	At each exit there are steps and ramps.	Checked for condition and repaired if needed.	All staff responsible for reporting poor condition and Business Manager to arrange repairs.	When needed.

28<sup>th</sup> June 2018