

# Templefield Lower School

## Accessibility Plan 2024 – 2027



Templefield Lower School

### 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 disabled pupils 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.

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.

We work hard to ensure that our culture and ethos are such that whatever the ability or needs of members of the school community, everyone is equally valued and treated with respect. We provide pupils with the opportunity to experience, understand and value diversity.

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 that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports partnerships with Central Bedfordshire Council to develop and implement the plan. The local authority has its own [accessibility strategy](#) in relation to schools for which they are the responsible body.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education's [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.

### Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. At every review the document will be approved by the governing body.

### Links with other policies

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

- Equality Information and Objectives Statement
- Health and Safety Policy
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

**Approved by governors:** December 2024

**Last reviewed:** November 2024

**Next review:** November 2027

## Action Plan

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

| Aim                                                             | Current good practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Objectives                                                              | Actions to be taken                                                                                                                                                                                                                                                                                                                                                                                                                   | Person responsible      | Date to complete actions by | Success criteria                                                                                                                        |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability. | Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed regularly to ensure it meets the needs of all pupils. All pupils are encouraged to participate in music, drama and physical activities. | Ensure all staff are fully aware of disability issues                   | Review staff training as necessary.<br>Ensure staff are adequately trained to understand the individual needs of pupils and be able to support them effectively.<br>Ensure the curriculum is as inclusive as possible.<br>Plan carefully differentiated tasks for lessons and homework.<br>Liaise with external professionals who can support staff and pupils as necessary.                                                          | SENCo<br>Class teachers | Ongoing                     | Staff are prepared and informed about how best to meet individual needs. All children are engaged and included in learning.             |
|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ensure the school continues to develop pupils' awareness of disability. | Ensure there are learning resources that show people with disabilities in a positive light.<br>Deliver assemblies with a focus on disability.<br>Ensure that the curriculum develops pupils' knowledge and understanding of disabilities through a strong PSHE program.<br>Invite people with disabilities into school to speak to the children.<br>Establish links with a disability charity e.g. National Autistic Society, Mencap. | SENCo<br>Class teachers | Ongoing                     | People with disabilities are seen in a positive light. The children are educated with regards to equality and how to manage disability. |

| Aim                                                             | Current good practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Objectives                                                                                         | Actions to be taken                                                                                                                                                                                                                                                                                   | Person responsible                                        | Date to complete actions by | Success criteria                                                                                                                                                                                                 |
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|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ensure all extra-curricular activities are accessible to all pupils.                               | Ensure pupils with disabilities can take part in extra-curricular activities.<br>External providers to outline how they are able to be inclusive of pupils with SEND.                                                                                                                                 | SENCo<br>PE leader<br>External providers                  | Ongoing                     | Pupils with SEND are able to join school clubs if they wish.                                                                                                                                                     |
| Improve and maintain access to the physical environment.        | The physical environment is adapted to the needs of pupils. This includes: <ul style="list-style-type: none"> <li>Ramps</li> <li>Disabled parking bays</li> <li>Disabled toilet and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> </ul>                                                                                                                                                                                                                         | Ensure all works completed on the premises reflect the needs of disabled users.                    | Ensure all future planned works (structural and refurbishment) incorporate accessibility principles e.g. DDA compliant, handles/vision panels at suitable height.                                                                                                                                     | School Business Manager                                   | Ongoing as per project      | All changes to the premises reflect the needs of users with a disability.                                                                                                                                        |
|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Be aware of the access needs of disabled pupils, staff, governors and parents.                     | Create access plans, risk assessments and Personal Emergency Evacuation Plans (PEEPs) for pupils with disabilities.<br>Ensure all members of the school community can access key areas of the school.<br>Seek feedback from parents of children with disabilities and from parents with disabilities. | SENCo<br>School Business Manager                          | As required                 | Individual plans are in place for pupils with a disability and all necessary persons are aware of pupils' needs. Parents, staff, visitors and governors continue to have full access to all areas of the school. |

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| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print/enlarged resources</li> <li>• Manipulatives</li> <li>• Pictorial or symbolic representations</li> <li>• Now and next boards</li> <li>• Visual timetables in each classroom</li> </ul> | Consider availability of and access to information for partially sighted and hearing impaired pupils. | Regular assessment of need.<br>Regular consideration of font size and type.<br>Consult with the Visual Impairment and Hearing Impairment Advisory Teachers as necessary.<br>Implement advice from Visual Impairment and Hearing Impairment Advisory Teachers for pupils under their caseload. | SENCo<br>Class teachers | Ongoing                     | Partially sighted and hearing-impaired pupils have access to information.<br>Partially sighted and hearing-impaired pupils can access the curriculum alongside their peers. |