



# Trust Accessibility Plan

## 2021-2024



## Statement of Intent

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All our Trust schools are gold level Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This, and our core values of: trust, excellence, aspiration, collaboration and honesty, underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, eliminate prejudice, and develop global citizenship.

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### **Who is responsible for reading and implementing this Policy?**

All Trustees and CEO/Executive Headteacher  
Heads of School  
Deputy Heads  
All Teaching Staff  
Inclusion Leads  
Medical Administrative Officers  
Site Team  
H&S Co-ordinator  
All Teaching Student trainees (SCITT)

### **Other relevant TEACH Trust Health and Safety Policies and Risk Assessments**

Health and Safety Policy	Asset Management Plan
Safeguarding Policy	Behaviour Management Policy
Curriculum Policy	Equality Policy
School Prospectus	School Improvement Plan
Inclusion Policy	Staff Handbook
Critical Incident Support Plan	Lockdown Policy and Procedures
<b>Risk Assessments and other resources:</b>	
Classroom risk assessments Individual Learning Plan (ILP) template Individual Health Care Plan (IHCP) template	Personal Emergency Evacuation Plan (PEEP) template (including Lockdown) <a href="https://www.gov.uk/guidance/equality-act-2010-guidance">https://www.gov.uk/guidance/equality-act-2010-guidance</a>

## 1. Rationale:

Under the Equality Act 2010, schools must have an Accessibility Plan. The Equality Act 2010 replaced all previous equalities legislation, including the Disability Discrimination Act. The legislation states “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Department for Education’s guidance on statutory policies for schools’ lists Accessibility Plans. The TEACH Trust Accessibility Plan must be reviewed every three years, or earlier if there are significant changes and approved by the Trustees.

## 2. TEACH Vision.

### **Children First**

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

The Accessibility Plan is structured to complement and support the TEACH Equality Policy, and will similarly be published on the school website. The Trustees will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

TEACH Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking action to comply with the Equality Act 2010 with regard to people and pupils with protected characteristics and develop a culture of inclusion, support and awareness within the school with all Trustees, staff and pupils.

The TEACH Trust Accessibility Plan shows the planned improvements at each school within a given timeframe and the need to make *reasonable adjustments* to accommodate the needs of pupils, staff and visitors, where practicable. The Accessibility Plan contains relevant appendices for each school and aims to: -

- Increase access to the curriculum for pupils with protected characteristics, expanding the **curriculum** as necessary to ensure that pupils with protected characteristics are as prepared for life, as are all others.
- This covers teaching and learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities, learning outside the classroom and educational visits.
- It also includes the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the **physical environment** of the school, adding aids and adaptations, if necessary; this covers improvements to the physical environment of the school and aids to access education within a reasonable timeframe;
- Improve the accessibility of **information** to pupils, staff, parents and visitors: examples might include handouts, timetables, textbooks and information about the school and school events. This includes both written and verbal information, and electronic information e.g. emails, the website and TEACH social media.
- Information in various preferred formats should be available within a reasonable timeframe.

### **3. Aims**

Our aims are to:

- Increase access to the curriculum for pupils with any protected characteristics
- Improve and maintain access to the physical environment
- Improve the accessibility of information to pupils and parent(s)/carer(s)

### **4. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at each school, we collect information on the admissions forms on entry to school. Should the needs of any pupil change, even if the change is temporary (e.g. a broken limb or following a period of recent ill-health or surgery), parents/carers should contact the Medical Admin Officer in their child's school as soon as possible, so an Individual Health-Care plan can be put into place for the pupil.

### **5. Physical Environment**

The needs of pupils with disabilities, health conditions and other support and learning needs are considered and planned as part of the school day. This extends to extra-curricular activities, learning outside the classroom and off-site educational visits.

Pupils with physical disabilities are able to access all parts of the each school building.

### **6. Curriculum**

Some pupils may have limited or no access to some areas of the curriculum; for example, some elements of sports and physical education will be challenging for those pupils with a physical or other impairment. When this occurs, the teacher and Inclusion Leader will make reasonable adjustments to ensure the child achieves the highest possible level of inclusion. Pupils may require alternative resources to access learning e.g. ICT access, writing aids, enlarged print etc. and these are provided as part of quality-first teaching provision, as ways in.

### **7. Information**

Different forms of verbal and written communication are used to enable all pupils to express their views and to hear the views of others. Access to information is available in a range of different formats for pupils, parents and staff. This includes access to electronic information sent by email, text and information on the TEACH website and its social media platforms.

## **8. Physical Access Audit**

### **Canford Heath Infant School (CHIS)**

CHIS is a single storey building with wide corridors and several access points from outside. All entrances to the school are level or ramped with wide doors. The building has ramped access into one Early Years classroom and a Year 2 classroom. The other classrooms have level access.

On-site car parking for staff and visitors includes three dedicated disabled parking bays and private parking spaces owned by TEACH outside CHIS provides a further two disabled parking bays.

The main entrance features a secure lobby and is fitted with a low reception hatch, accessible to wheelchair users.

There are accessible/inclusive toilet facilities available in the main entrance area. This toilet is fitted with a handrail and an emergency pull-cord with a changing unit for pupils, if toileting changes are required. This facility can be used by individuals who do not identify with the gender assigned at birth, if they wish to use it.

The school has a dedicated first-aid room, equipped with the Health and Safety Executive's recommended first-aid supplies and a Defibrillator. The School has a First Aid at Work qualified Medical Administrative Officer who manages first-aid incidents with back up if required, by first-aid trained cover staff.

The school has internal statutory emergency signage and escape routes are clearly marked. Fire evacuation drills are practised, termly. Pupils with specific disabilities have an individual Personal Emergency Evacuation Plan developed by the Inclusion Lead and H&S Coordinator, approved by parents/carers.

Some areas are soundproofed to improve the listening and attention of children with sensory or behavioural difficulties.

Lockdown procedures will be practised twice per annum from 2020. A copy of the Lockdown Policy and Procedures are available in Reception.

### **9. Canford Heath Junior School (CHJS)**

CHJS is mainly a single storey building with a first floor for Year 6. There are wide corridors with wide doors and all entrances to the school are either level, or have ramps. To the rear of the building, there is ramped access leading to the Year 5 and 6 classrooms. The rest of the access points are level.

The school has two internal passenger lifts. One is a platform lift over three steps, to Year 5. The other is in Year 5 area and is a passenger lift to the first floor.

Some areas are soundproofed to improve the listening and attention of children with sensory or behavioural difficulties.

On-site car parking for staff and visitors includes three disabled parking bays. Private parking spaces owned by TEACH outside school provides a further two disabled parking bays. A 'drive in/drop-off' zone installed during summer 2019 enables parents/carers to drop children off at the pavement beside school, removing the need park and to cross the road.

The main entrance features a secure lobby and is fitted with a low reception hatch, accessible to wheelchair users.

There are three accessible/inclusive toilet facilities available in school. One in the main entrance area, one in Year 4 and one in Year 5. These toilets are fitted with a handrail and emergency pull-cord. This facility can be used by individuals who do not identify with the gender assigned at birth, if they wish to use it.

During an emergency evacuation when the lift cannot be used CHJS have an 'Evac-u-chair' outside Year 6. The Site team are trained in its use.

The school has a dedicated first-aid room, equipped with the Health and Safety Executive's recommended first-aid supplies and a Defibrillator. The School has a First Aid at Work qualified Medical Administrative Officer who manages first-aid incidents with back up supplied if required, by first-aid trained cover staff.

Any external steps and changes in levels are marked with yellow high-visibility paint.

The school has internal statutory emergency signage and escape routes are clearly marked. Fire evacuation drills are practised, termly. Pupils with specific disabilities have an individual Personal Emergency Evacuation Plan developed by the Inclusion Lead and H&S Coordinator, approved by parents/carers.

Lockdown procedures will be practised twice per annum from 2020. A copy of the Lockdown Policy and Procedures are available in Reception.

The new Winchelsea unit within CHJS is a dedicated classroom, designed for pupils with disabilities and additional support and learning needs.

## **10. Ad Astra Infant School (AAIS)**

Ad Astra Infant School is a single storey building with level access points to/from the outside. Each year group has at least one ramped or level entrance/exit point.

The car parking at AAIS is very limited. On-site car parking is available but not for all staff/visitors who may have to park nearby, off-site. AAIS has three dedicated disabled parking bays. Parents/carers who do not require disabled parking are required to park off-site and walk to school.

The main entrance features a secure lobby and is fitted with a low reception hatch, accessible to wheelchair users.

There are accessible/inclusive toilet facilities available by the Early Years Foundation Stage base and main reception. All these are fitted with a handrail and emergency pull cord. The accessible toilet in EYFS has a changing unit for pupils, if toileting changes are required. This facility can be used by individuals who do not identify with the gender assigned at birth, if they wish to use it.

The school has a dedicated first-aid room, equipped with the Health and Safety Executive's recommended first-aid supplies and a Defibrillator. The School has a First Aid at Work qualified Medical Administrative Officer who manages first-aid incidents with back up if required, by first-aid trained cover staff.

Each year group has one classroom that has had acoustic alterations to enhance the learning environment for pupils with a hearing impairment. Alterations have been made to the previously open shared base area in EYFS to reduce noise levels and improve the listening and attention of children with sensory or concentration difficulties.

The school has internal statutory emergency signage and escape routes are clearly marked. Fire evacuation drills are practised, termly. Pupils with specific disabilities have an individual Personal Emergency Evacuation Plan developed by the Inclusion Lead and H&S Coordinator, approved by parents/carers.

Lockdown procedures will be practised twice per annum from 2020. A copy of the Lockdown Policy and Procedures are available in Reception.

### **11. Haymoor Junior School (HJS)**

Haymoor Junior School is a single storey building with several level access points to/from the car park and playgrounds. Its car park has three disabled parking bays.

The main entrance features a secure lobby and is fitted with a low reception hatch, accessible to wheelchair users.

There is an accessible/inclusive toilet situated in the main foyer area with handrails and an emergency pull-cord. This facility can be used by individuals who do not identify with the gender assigned at birth, if they wish to use it.

Each year group has at least one ramped or level entrance/exit point. These are located in the cloakroom areas or the music room.

The school has internal statutory emergency signage and escape routes are clearly marked. Fire evacuation drills are practised, termly. Pupils with specific disabilities have an individual Personal Emergency Evacuation Plan developed by the Inclusion Lead and H&S Coordinator, approved by parents/carers.

The year group corridors are soundproofed and there is at least one classroom in each year group with curtains to improve the listening and attention of children with sensory or behavioural difficulties.

The school has a dedicated first-aid room, equipped with the Health and Safety Executive's recommended first-aid supplies and a Defibrillator. The School has a First Aid at Work qualified Medical Administrative Officer who manages first-aid incidents with back up if required, by first-aid trained cover staff.

Fire evacuation drills are practised termly and Lockdown procedures will be practised twice per annum from 2020. A copy of the Lockdown Policy and Procedures are available in Reception.

On-site car parking for staff and visitor includes three dedicated disabled parking bays in the staff car park.

### **12. Management, coordination and implementation**

- School will consult with external professionals when new accessibility challenges arise, as and when required;



- The Inclusion Leader will seek information on any new pupils so that their individual needs are carefully planned and considered and any reasonable adjustments are made within a reasonable timescale, if practicable.
- The Inclusion Leader and Health and Safety Coordinator will complete Personal Emergency Evacuation Plans.
- The CEO/Executive Headteacher and the Head of School supported by the Health and Safety Coordinator (Fire Risk Assessor) and Site Manager will regularly monitor the school environment and seek external advice and guidance, if required.
- All teaching staff have a responsibility to consider the needs of all pupils in the class when teaching and planning for activities, learning outside the classroom and off-site educational visits
- Whole school training will recognise the need to continue raising awareness for staff and Trustees on equality and diversity issues with reference to the Equality Act 2010.
- The Accessibility Plan for physical accessibility relates to the Access Audit of each school (see appendix 1). It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit is completed by the Trust in summer term, covering each school and relevant appendices amended.
- The Trust Accessibility Plan will be published on the school website
- The Accessibility Plan will be monitored through the Trust Compliance and Pupil Safeguarding Committee.
- The school will work in partnership with the Local Authority, where appropriate.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved January 2020 Chair of the TEACH Trust  
 Reviewed July 2021  
 Next Review date July 2024

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	√
	Trustees	√
	Staff	√
	Parents/Carers	√
	Local Authority	
	Trade Unions	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Other Advisors (give details)	Health and Safety Advisor, Handsam
	Termly	
	Annually	√
	When applied	√
	If legislation changes	√
	If a formal complaint	√

<b>Characteristic Group</b>	<b>Is there a potential for positive or negative impact?</b>	<b>Please explain and give examples of any evidence/data used</b>	<b>Action to address potential positive/negative impact (e.g. adjustment to the policy)</b>
<b>Disability</b>	√		Amendments made to physical environment to support accessibility
<b>Gender reassignment</b>	√		Access to Inclusive facilities
<b>Marriage or civil partnership</b>			
<b>Pregnancy and maternity</b>	√		Pregnant staff may have reasonable adjustments to allow safety and accessibility, following risk assessments.
<b>Race</b>			
<b>Religion or belief</b>			
<b>Sexual orientation</b>			
<b>Sex (gender)</b>			
<b>Age</b>			
<b>SEN</b>			
<b>Vulnerable</b>			
<b>Traveller, migrant, refugees and people seeking asylum</b>			
<b>EAL</b>	√		Documentation can be translated. Translators can be provided.

## Appendix 1: Overall Action Plan for Accessibility across the TEACH Trust

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre- schools and settings to review potential intake each Sept and for new arrivals throughout the year.	<ol style="list-style-type: none"> <li>1. Create inclusion registers to be shared with key staff.</li> <li>2. Create pupil files with key reports and information.</li> <li>3. Personal emergency evacuation plans (PEEPs)</li> </ol>	Ongoing,	CEO/EHT HoS HLTA Inclusion Leaders H&S Coordinator	<ol style="list-style-type: none"> <li>1. Procedures/equipment /recommendations set in place for individual pupils.</li> <li>2. PEEPs reviewed end summer term</li> </ol>
To review all statutory policies to ensure that they reflect inclusive practice and procedure	<ol style="list-style-type: none"> <li>1. Check to ensure that policies comply with the Equality Act 2010 and reflect the Inclusion Policy.</li> </ol>	Ongoing/ yearly	CEO/EHT HoS All subject leaders Inclusion Leaders HALO H&S Coordinator	<ol style="list-style-type: none"> <li>1. All policies clearly reflect inclusive practice and procedure</li> </ol>
To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, epilepsy or mobility issues.	<ol style="list-style-type: none"> <li>1. Ensure collaboration between all key personnel</li> <li>2. Update care plans on a regular basis</li> <li>3. New systems of care plans to be implemented</li> </ol>	Ongoing	CEO/EHT HoS HALO Medical Administrative Officers Inclusion Leaders Pastoral Care Team Outside agencies	<ol style="list-style-type: none"> <li>1. Clear collaborative working approach</li> <li>2. Review of Individual Care Plan template completed Oct 2019</li> </ol>

<p>To ensure full access to the curriculum for all children.</p>	<ul style="list-style-type: none"> <li>• Thorough risk assessments for off site visits and in school learning activities.</li> <li>• Employment of specialist advisory teachers;</li> <li>• CPD for staff</li> <li>• A range of support staff including trained teaching assistants and a medical teaching assistant</li> <li>• Differentiated and adapted activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy or alternate providers</li> </ul>	<p>Ongoing</p>	<p>HoS Deputy Subject leaders EVC ICT Technician Teachers Inclusion Leaders H&amp;S Coordinator External agencies</p>	<ol style="list-style-type: none"> <li>1. Advice taken and strategies evident in classroom practice.</li> <li>2. All children supported and accessing curriculum.</li> </ol>
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles/needs when teaching</p>	<p>Within the Curriculum, each school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ol style="list-style-type: none"> <li>1. Wheelchair access</li> <li>2. Screen magnifier software for the visually impaired</li> <li>3. Rooms with acoustic alterations to enhance the listening environment for hearing impaired pupils.</li> <li>4. Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>5. Speech and Language support for relevant staff</li> <li>6. Offer alternative methods of recording to enable disabled pupils participate successfully in lessons</li> <li>7. Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ol>	<p>Ongoing</p>	<p>Whole school approach</p>	<ol style="list-style-type: none"> <li>1. Variety of learning styles and multisensory activities evident in planning and in the classrooms.</li> <li>2. All schools are accessible for wheelchair users</li> <li>3. Acoustic alternations made where required (HJS)</li> <li>4. IT suites set up with coloured keys and other visual aids</li> <li>5. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</li> </ol>

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve physical environment around each school	1. Each Trust school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and accessible facilities and fittings.	Ongoing	SLT Site team Business Manager CEO/EHT	1. The schools' physical environment is accessible from point of arrival and provides accessible welcoming receptions, level access and other facilities.
Ensuring all pupils with a disability are able to be included.	1. Create access plans/risk assessments for individual disabled children as part of IEP process	With immediate effect, to be constantly reviewed	Class Teachers Inclusion Leader	1. All pupils included in all activities.
Ensuring disabled and other parents/carers have every opportunity to be involved	1. Utilise disabled parking spaces for disabled to drop off and collect children 2. Offer a telephone call to explain letters home for some parents who need support with literacy 3. Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team  With immediate effect to be constantly reviewed	1. To ensure that disabled parents are not discriminated against either indirectly or directly and encouraged be involved in their child's education 2. Ensure information is where practicable, in a format that enables parents/carers to be involved in the school community and their children's education.

<p>To ensure driveway, roads, paths around school are as safe as possible.</p>	<ol style="list-style-type: none"> <li>1. Communication with parents via safety messages /letters/walk to school week</li> <li>2. Bikeability for pupils when appropriate</li> <li>3. Regular maintenance checks and walk rounds.</li> </ol>	<p>Ongoing</p>	<p>CEO/EHT HoS Site team H&amp;S Co-ordinator</p>	<ol style="list-style-type: none"> <li>1. Emails sent weekly providing school information.</li> <li>2. The school's website and TEACH social media platforms are regularly updated.</li> <li>3. New drive in/drop-off zone at CHJS created summer 2019.</li> <li>4. New restrictions at AAIS from Oct 2019. Parking is now restricted to some staff and only parents/carers who require disabled parking for themselves and/or their child. Other staff, visitors and parents/carers are required to park off site and walk into school.</li> <li>5. Termly formal workplace inspections introduced since appointment of H&amp;S Coordinator.</li> </ol>
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**Aim 3: To improve the delivery of information to disabled pupils and parents.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>To enable improved access to information for pupils, parents and visitors.</p>	<ol style="list-style-type: none"> <li>1. Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>2. Auditing the school libraries to ensure the availability of large font and easy read texts will improve access.</li> <li>3. Auditing signage around each school to ensure that is accessible to all.</li> <li>4. Checking how parents prefer us to communicate information</li> <li>5. Use of interpreters to support deaf and hearing impaired families</li> </ol>	<p>Ongoing</p>	<p>HoS H&amp;S Coordinator and Site team Trust Business Manager Inclusion Leader</p>	<ol style="list-style-type: none"> <li>1. Written and verbal communication is appropriate for a variety of needs.</li> <li>2. Electronic communication is appropriate for a variety of needs.</li> <li>3. Communication requirements established through Inclusion Leader.</li> <li>4. Interpreters provided for deaf/hearing impaired families, if required.</li> </ol>