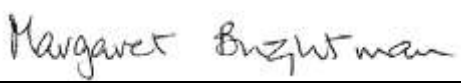
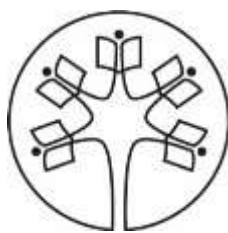




Torridon
Primary School

Accessibility Plan

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	Autumn Term 2019
Name of the Governing Body Representative:	Margaret Brightman
Signature of the Governing Body Representative:	
Date signed:	22 nd March 2019
Last reviewed:	October 2020
Next review due by:	October 2024



TORRINGTON PRIMARY SCHOOL ACCESSIBILITY PLAN

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1. 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 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.

Torridon Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Objective 4: To increase the extent to which disabled children can participate in the curriculum.

Objective 5: To improve the availability of accessible information to disabled children.

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 works with the London Borough of Lewisham.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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].

2. Legislation and guidance

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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to</i></p>	<p>Ensure resources are tailored for each individual pupil.</p> <p>Be aware of staff training needs on curriculum access.</p> <p>Ensure pupil progress is tracked to ensure resources provided enabling all pupils with a disability to progress.</p> <p>Staff to access CPD.</p> <p>Use ICT software to</p>	<p>Resources need to be adapted.</p> <p>Staff will need upskilling on adapting resources for pupils with a disability.</p>	Head of Inclusion	July 2021	Reduce the attainment gap between children with and without disabilities

	<p><i>ensure it meets the needs of all pupils.</i></p> <p><i>All educational visits to be accessible for all.</i></p>	<p>support learning.</p> <p>Ensure the resources provided reduce the attainment gap for pupils with disabilities.</p> <p>Use of online learning modules if required.</p> <p>Ensure EVC works with staff to ensure all education trips are accessible to all pupils.</p>				
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at</i> 	<p>Ensure access is available to all pupil especially those with physical impairments.</p> <p>All buildings where appropriate must comply with current building regulations and will be accessible to disabled pupils.</p>		SLT/FM	July 2021	<p>All pupils have full access to all school activities where appropriate.</p>

	<i>wheelchair-accessible height</i>	Ensure environment is well maintained to accommodate pupils with physical impairments.				
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p>Provide information in clear print.</p> <p>Provide suitable enlarged, clear print for pupils with a visual impairment.</p> <p>Support for staff with supporting staff who have dyslexia.</p> <p>Staff have access to translators and sign language interpreters if possible.</p>		SLT	July 2021	<p>All pupils can access information required.</p> <p>Staff can produce relevant information for the pupils.</p> <p>Pupils feel supported and included.</p>

4. 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 governing body, and the Headteacher.

5. Links with other policies

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

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Only in Y6 block there is an upper floor which is accessible to pupils via a lift.	Yearly maintenance of the lift to ensure usage.	FM	July 2021
Corridor access	Corridors are wide enough for accessibility.	Ensure the area is clear for accessibility.	FM	July 2021
Lifts	In Y6 block	Yearly maintenance of the lift to ensure usage.	FM	July 2021
Parking bays	Car park is accessible and a disabled car parking space can be made available when appropriate.	N/A	FM	N/A
Entrances	Entrances are accessible.	Ensure the area is clear for accessibility.	FM	July 2021

Ramps	Ramp is accessible at front of office reception as well as leading to playground.	Ensure the area is clear for accessibility.	FM	July 2021
Toilets	Disability toilets are in KS1 and reception admin block for usage.	Ensure these are available when appropriate.	FM	July 2021
Reception area	This has an accessible ramp for entrance.	Ensure the area is clear for accessibility.	FM	July 2021
Internal signage	All areas to have clear appropriate signage.	Ensure signage is clear and visible for usage.	SBM	July 2021
Emergency escape routes	All areas to be adequately signposted for use.	Ensure signage is clear and visible for usage.	FM	July 2021