

Aspire - Collaborate - Explore

‘Together we learn – United we achieve’



Accessibility Plan 2024-27

TOWNVILLE ACADEMY

Head teacher: Caroline Burden

Adopted date: December 2024

Review date: December 2027



Our vision

At Townville Academy we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future.

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. Townville Academy 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.

Our school strives to be an inclusive school and we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age*
- disability*
- gender reassignment*
- marriage and civil partnership*
- pregnancy and maternity*
- race*
- religion or belief*
- sex*
- sexual orientation.*

Our accessibility plans are designed to:

- Increase the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.*
- 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.*

With these aims in mind we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

ACCESSIBILITY PLAN

The school supports any available partnerships to develop and implement the plan including WISENDSS (Wakefield Inclusion and SEND Support Service) and SENART (Special Education Needs Assessment and Review Team).

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.

The plan will be made available online on the school website, and paper copies are available upon request.

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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

To comply with legislation, we ensure that:

Curriculum:

- *Information obtained on future pupils to facilitate advanced planning gathered by: meetings with parents and discussions with previous settings where applicable, ensuring that a home visit is carried out to all future pupils entering at standard entry points. Where a pupil enters school at a non-standard entry point, and additional needs/ concerns have been raised, a home visit may be conducted.*
- *Well established procedures for the identification and support of pupils with Special Educational Needs.*
- *Detailed pupil information on SEN pupils given to relevant staff*
- *SEN children who receive adaptations to their curriculum see their personalised learning in a One Page Profile with pupils and parents involved in target setting throughout the year. Following the graduated response, this may be through: Supporting Me To Learn Plans, My Support Plans and EHCPs.*
- *Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.*

ACCESSIBILITY PLAN

- *Close working relationship(s) with external agencies established (e.g. WISENDSS, EP, CAMHS etc.)*
- *Our enhanced universal offer*
- *Provision of a language rich environment throughout to develop communication and language*
- *Ability to request specialist resources to support specific needs e.g. wobble cushion, writing slopes, pencil grips, coloured paper and overlays*
- *Differentiated and adapted curriculum to enable all pupils to feel secure and make progress.*
- *Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes/ interventions.*
- *Risk assessments are carried out for all school trips.*
- *Toilet training.*

Physical Environment:

- *Main school entrance accessible to wheelchairs*
- *Ramps are present at main entrances.*
- *An accessible toilet situated on the upper corridor.*
- *Corridor lighting sufficient to support visual impairment.*
- *The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.*

Other facilities / provision, including access to information

- *'Can do' ethos and positive approach.*
- *Open door policy*
- *Individual Health care plans*
- *PEEPs*
- *All staff are trained annually to administer Epipens and all have asthma training through the school nursing team.*
- *Teaching staff are experienced and trained to support children with ASC/D.*
- *All staff trained on personalised learning.*
- *Staff training includes training for trainee teachers and support staff.*
- *Letters available at request in large print or multiple languages.*

ACCESSIBILITY PLAN

Action Plan

Objectives	Action			Timescale	Monitoring Who? How?
	How	People	Resources		
<i>Increase access to the curriculum to meet the needs of all pupils</i>	<i>Ensure the curriculum is fully accessible to all learners.</i> <i>Collaboration with external agencies where applicable.</i> <i>Consider needs of specific pupils, both for school and off-site activities.</i> <i>Raise awareness of disability equality via</i> <i>- Staff meetings.</i> <i>- PSHE lessons.</i> <i>- Assemblies.</i> <i>Improve differentiation and adaptation in the classroom ensuring staff have high aspirations for all children.</i> <i>Following the Townville 7- Step Teaching and Learning Sequence</i> <i>Continuing to support language rich environments to heighten communication and language development in classrooms.</i> <i>Working collaboratively to diagnose and action further improvements.</i> <i>Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.</i> <i>Tracking of SEN achievement and feeding back to teachers</i> <i>Ensuring that the Enhanced Universal Offer is well used by all staff and that they are confident in using this.</i> <i>Providing information/access to resources for new staff re inclusive practice in classroom organisation, teaching and learning strategies.</i> <i>Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.</i>	<i>SLT</i> <i>SENDCo</i>	<i>Training as and where applicable</i>	<i>Ongoing</i>	<i>Headteacher</i> <i>SLT</i> <i>SENDCo</i> <i>Lesson drop ins, pupil voice, book looks</i>
<i>Improve and maintain access to the physical environment</i>	<i>Ensure individual health and care plans and PEEPs are in place to support all pupils with mobility difficulties or significant and complex SEND.</i> <i>Additional support in the lunch hall for children with additional needs around food and mobility.</i> <i>Maintain individual risk assessments for pupils with a high level of need.</i> <i>Provision of low-level nappy changing mats in Early Years Unit and disabled toilet.</i> <i>Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary.</i> <i>Ensuring all areas within school are tidy, clear of obstruction and accessible</i>	<i>Services for Education</i> <i>SENART SLT LA</i>	<i>Staff training costs Visiting speakers/trainers</i>	<i>Ongoing</i>	<i>Headteacher</i> <i>SLT</i> <i>SENDCo</i>

ACCESSIBILITY PLAN

<i>Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.</i>	<i>Thorough planning. Advance visits. Risk assessments.</i>	<i>Headteacher, SLT Class Teachers</i>	<i>Leaders planning time for risk assessments. Pre-visits where possible</i>	<i>Ongoing</i>	<i>Head Teacher School Visits Co- Ordinator. Trip leaders. Feedback from pupils</i>
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Access Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
<i>Corridor access</i>	<i>Corridors are accessible by wheelchairs</i>	<i>Ensure that access is assessed daily</i>	<i>Headteacher Senior Administrative Officer</i>	<i>On going</i>
<i>Fire alarms</i>	<i>Auditory fire alarms are in place. All classroom fire doors open outwards onto steps, the exit is not wheelchair accessible though and accessible route can be taken through the main corridor and on to the playground.</i>	<i>Ensure that routine fire drills are carried out Individual PEEP for any child attending school who requires a wheelchair or additional support in exiting the building in case of fire</i>	<i>Headteacher Senior Administrative Officer</i>	<i>At least termly</i>
<i>Doors</i>	<i>All doors have windows in them so that someone in a wheelchair can see through them</i>	<i>Ensure that windowpanes are not obscured</i>	<i>All staff</i>	<i>Ongoing</i>
<i>Emergency escape routes</i>	<i>Well labelled throughout the school</i>	<i>Be vigilant to missing signs. Ensure clear access at all times</i>	<i>All staff</i>	<i>Ongoing</i>