



Tweeddale Primary School

Accessibility Plan

Tweeddale Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Tweeddale Primary School Accessibility Plan

Date 17.01.24

This Accessibility Plan applies to Tweeddale Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: School Business Manager/Site Manager / SENCO/Head Teacher

This plan was approved by the Governing Body on: 31.01.24

This plan is due for review by: 31.01.25

Tweeddale Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Tweeddale Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Tweeddale Primary School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Tweeddale Primary School

Tweeddale Primary School is a double storey building comprising of two areas.

- The main school houses 1 Nursery class, 2 reception classes, 6 classrooms years 1-4 and 6, a music room, a nurture room, a staffroom, ICT classroom, library, pupil and staff toilets, 5 smaller intervention rooms, disabled toilet, administration offices, school kitchen, gym and school hall.
- The second area houses 2 year 5 classrooms with cloakrooms and toilets for pupils and staff.

Tweeddale Primary School's vision for disabled pupils:

To unlock the potential in every child to ensure they progress, achieve and succeed.

Tweeddale Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan (<i>examples</i>)	Impact	Resp	Y1 review	Y2 review	Final review
There is wheelchair access to the ground level of the main school building and Year 5 huts. There are ramps to the main reception area and the school hall. The ground floor of the school is accessible for wheelchairs.	<i>Children can access classrooms on the ground floor.</i>	DH	<i>Already in place</i>		
A hearing loop is installed in the school hall and several classrooms on the ground and first floor of the main building.	<i>Children with hearing impairment can access learning.</i>	DH	<i>Already in place</i>		
Children with a disability are monitored regularly as part of the SEND monitoring cycle.	<i>Children with SEND needs are met.</i>	SA	Ongoing, termly		
All pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible.	<i>Children with medical needs are able to access the curriculum.</i>	SA	Ongoing		
Educational Psychologist advice and support for vulnerable students and those with SEN and disability.	<i>Children needs are identified and appropriate provision is put in place to enable them to fully access the curriculum.</i>	SA	<i>Already in place</i>		

Support for children with social, emotional and mental health needs to access the curriculum as fully as possible. Tweeddale Primary School has 2 ELSA Support Assistants, Nurture Intervention and 5 Mental Health First Aiders	<i>Children needs are identified and appropriate provision is put in place to enable them to fully access the curriculum.</i>	SA LM	On going		
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2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan <i>(examples)</i>	Impact	Resp	Y1 review	Y2 review	Final review
Installation of a chair lift or lift from the ground floor to the first floor.	<i>Children with aided mobility are able to access learning on the first floor of the school incl music room, gym, computer suite.</i>	JF	On hold GLT consulted (Nov 21)		
There is use of a disabled parking bay in the staff car park.	<i>Staff and visitors with disabilities have access to a parking bay close to the building. Parents of disabled children can use the bay for parking at the start and end of the school day.</i>	DH	In place		
Install evac chairs or similar for the use of evacuating children with	<i>To ensure that evacuation of children with disabilities are helped to leave the building quickly and safely in the</i>	DH	In place New ones purchased.		

a physical disability in the event of a fire. One evac chair per staircase.	<i>event of an evacuation. In the event of an injury, children can be safely evacuated from the first floor of the building.</i>				
Evacuation plans for children with disabilities that address individual needs likely to arise.	<i>To ensure that evacuation of children with disabilities are helped to leave the building quickly and safely in the event of an evacuation.</i>	DH SA	Need to use a template that is approved by GLT. TJ to seek advice.		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan <i>(examples)</i>	Impact	Resp	Y1 review	Y2 review	Final review
The school website is written in user-friendly language, with as non-complex vocabulary as we can manage	Parents and pupils can access important information	LC	On going		
School newsletters are available in a larger font and size if there are parents who are visually impaired.	Parents and pupils can access important information	LC	On going		
Support is offered to pupils and their care-givers who find it difficult to access on-line learning.	Parents and pupils can access important information	LM	On going		

