



SCHOOL ACCESSIBILITY PLAN

2023-2026

Staff/Parents/children/Governors consulted: Yes

Date ratified by the Governing Body: Resources Committee

Review date: 2 yearly - Oct 2025

Person(s) responsible for implementing and monitoring the policy

The policy will be implemented and monitored by the SENDCo, HI lead teacher and Head teacher respectively.

Statement of intent

Toddington St George Church of England School (Diocese of St Albans) is an inclusive Christian community in which the curriculum is underpinned by agreed values based on Christian teaching.

Toddington St George is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This is embodied in the TSG school vision '**Lighting a Spark in Everyone**'.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Staff Equality, Equity, Diversity and Inclusion Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan

2 Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3 Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4 Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

It will be presented as **in the appendix of this document** and is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a two-year period ahead of the next review date, which will be **11th October 2025**. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO **annually before the start of each new academic year.**

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5 Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6 Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will support pupils with SEND by making any reasonable adjustments necessary during testing, e.g. publishing exam papers in a larger font, applications for extra time.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of EHCP pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7 Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The SENCO will ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. SEND Support Plans, detailed class transition documents.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8 Physical Environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are some parts of the school to which pupils or staff with disabilities have limited or no access to. These are the Year 4 classrooms upstairs at present. In this situation we would look at a class swap to accommodate any pupils or staff members in this regard.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9 Monitoring and review

This policy will be reviewed on a bi annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

ACCESSIBILITY PLAN (Two-yearly review)

Proposal	Actions	Timescale/ Frequency	Comments / Updates
1. Curriculum			
Appropriate ICT provision/technological equipment for pupils with disabilities.	Laptop PC's, visualiser, tablets/ Ipads, voice activated software and other ICT equipment to support the EHCP will be purchased when recommended by medical professionals.	As needed in EHCPs.	Continue to expand Ipad/Chromebook usage and Apps to support dyslexia, Communicate and print etc.
Appropriate training for SENDCo, Teachers & Teaching Assistants.	Continue to ensure that those people working directly with a pupil with specific needs or a pupil with a disability understand the nature of his/her difficulty, receive appropriate training and that adequate links develop with the child's therapy unit. Regular updates to be sought by professionals as needed –from the pre -school, other schools, professionals. especially as a child changes school, setting or classes.	As needed.	Current guidance from EP Edwin Lobo CDC OT Physio HI ToF D VI teacher SALT
SEND training for all staff.	Identify recommendations and ensure staff are fully aware of all implications.	Ongoing annually and termly updates as needed	Further training as courses available. Staff training log checked annually and up to date for the needs of current Yr. 1-4 pupils Needs of new children in school reviewed annually. Handover each year to include appropriate training guidance for new class teacher and support staff by SENDCo.
Conduct governor review of behaviour and anti- bullying policy to ensure pupils with SEND and disability needs are met.	Curriculum Committee review policy regularly	Annual review	Checked and monitored via CPOMS/Behaviour log and HT report to Governors.
Conduct governor review of H&S policy to ensure pupils with SEND and disability needs are met.	Buildings Committee review policy regularly	Two yearly review – or more regularly as necessary	New playground surface 2018, new security gates 2018, new lighting 2020, use of ramps 2020
Ensure specialist support from outside agencies (e.g. speech therapy) identified in EHCP is in place.	Review individual EHCPs	Ongoing	School ensures this happens where support is available (see SEND files).
Ensure access to all parent meetings for disabled parents as well as pupils.	Include the necessary restrictions on the sites of meetings in SEND /Inclusion Policy.	Annual review	Access through the front door (flat entrance). Staff will change the location of meetings as required. Yr. 4 fire door ramp added. Ramp to shed and Yr. 4 huts replaced. New handrail to back playground gate to be sourced 2020-21
Record access requirements of parents and pupils with disability needs	Amend the school Registration Form to request the needs of all family members.	Annual review	Completed-reviewed annually. Grab handles and new handrail to be added to back playground gate 2021-22.
Provision of accessible transport.	Information to be requested on the new Registration Form. Alert LA to specific requirements at earliest opportunity.	As needed	Completed and ongoing – checked termly. (See transport records)
Conduct governor review of current signposting of location of the school.	Governors to consider the implications of further advertising the location of the school site.	Review after each building project	Completed. Additional road markings as part of the school travel plan. Signage for Toddington

			Childcare and entrance to be added. Academy signage added. New signage –new chalets in place.
Provide a parking bay for disabled drivers.	Buildings Committee to consider this as part of the renovation of playground and car park markings.	Review after any building project	Completed - remarked summer 2017, 2018, 2019 and 2021
Establish policy for ensuring classes containing pupils with disability needs are correctly allocated..	Added to the SEND /Inclusion Policy.	Annual review	Reviewed & organised according to needs. Annual review occurs.
Gather information regarding possible changes to sinks, seating etc. that may be required by a pupils with disability needs.	Dependent on child's individual needs	As needed	As needed – reviewed at every annual review and outside agency meeting. Upgraded 2007 /2008 /2011/2015. Review annually for pupil with achondroplasia to 2021
Provide toilet and medical facilities for disabled pupils and adults.	Buildings Committee to ensure that new facilities are included as required.	Work completed as required annually	Completed 2004. Improved 2007/2009/ 2010. Review annually re achondroplasia to 2021

2. Physical Environment

Accessible call system needed at main entrance.	Fit new system at an appropriate height for wheelchair bound adults to reach. Provide a low level bell push to attract attention of office staff. Ensure that print only signs around the building are replaced with multi-sensory signs. Modify security monitoring to ensure office staff have visual contact with wheelchair bound adults and children.	Annual review As needed September 2016	Not considered necessary as glass door – everyone visible to reception. Signage. Improved 2008-09. Access reviewed 2013-14 and bell /hatch added at appropriate height. Intercoms installed at 3 access points to the school 2016 As needed. Bold signage for VI pupils as necessary. Reception area moved to immediately behind glass doors. New security doors at front of school and revised receptionist arrangements 2013-14. Lower level bell to car park gate 2016. CIF work- gates/access 2017-18
Alarms for all pupils/staff.	Building Committee to gather information and produce plans for the installation of a wider range of alarms throughout the school beginning with the Installation of visual alarms for the HI pupils.	Annual review	Alarm system now incorporates visual alarms for hearing impaired children May 2008. Checked annually. Reviewed with emergency plan 2015-16
Evacuation plans and Emergency plans	HT to approach the Fire Service to arrange evacuation training for all staff, with particular emphasis on actions to be taken with disabled pupils/staff.	Annual review	Complete & regularly reviewed. Fire Warden training completed 2007. Drill now also includes Toddington Childcare from 2011. Fire warden training - two staff. Fire log and lockdown and emergency procedures /evacuation in place. New Nursery Fire warden trained 2017. Fire Service review of policy. Three fire wardens retrained 2021.
Extend wheelchair access to all classrooms	Ramps to be provided for the classrooms opening onto the field. All external doors to be checked and ramp provision planned by the Building Committee.	Annual review	Portable ramp is available and portable step for children with mobility needs but not requiring a wheelchair. Ramp installed to back fire doors.- completed 2008 and replaced

	Concrete ramp to back fire doors to be added.		2010-11. Additional ramp to chalets 2018-19
Classroom suitability	Ensure lighting, sound and blinds correct for all pupils especially VI and HI needs	Review annually as children change classes	New blinds for new chalets 2017. Improve flooring to ensure better sound for all areas as bids/finances become available. . Additional ceiling panels for all areas where HI children are taught and sound indicators show need for additional ceiling panels. Completed in Chalets ceilings 2017.
Playground safety	Bright paint or tape on trees and uprights and also flatter surfaces e.g. stage, playground edges Shed to securely store Specialist trike for child with mobility needs.	Nursery play area completed and Reception area completed. Review annually	Review and re-paint back playground edges and stage. As needed in EHCP.
Provision of tactile guides. Versions of information in a range of formats and print.	Building Committee to identify aspects of building use that may require tactile guides to support adults or children with visual impairment. Governing body to identify different ways information about the school should be presented to ensure access by any parent with a disability. Make preparations providing school information in different ways e.g. Website videos/text2 parents/email Ensure that the Registration Form is revised to provide parents with the opportunity to request their preferred format. Consult individual parents in order to cater precisely to their needs.	Ongoing annual review	Tactile guides are not needed at present.