

TELFORD PARK SCHOOL



The Telford Park School

ACCESSIBILITY PLAN

Head of School	Mrs H Rigby	
Chair of Governors	Mr M Rogers	
Date adopted by the Local Governing Body	January 2019	
	Signed	Mr M Rogers
	Date	23/01/19
Date for policy review	January 2021	

1. AIMS

The aims of this Accessibility Plan are to ensure that The Telford Park School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Cheadle Hulme High School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

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. We work closely with the sensory support service to ensure that we are informed of any difficulties that students with VI or HI have in accessing the school site.

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 students, parents/carers, 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Targets	Tasks	Timescale	Resources	Responsibility
Increasing access to enable all pupils to access the school curriculum	1. Regular examination of the needs of the current school population and the transition/admissions coordinator to raise any issues regarding future pupils.	Annually	Copy of the SEND policy made available to all stakeholders	KSh
	2. Liaison with current/previous school and/or parents regarding any reasonable adjustments a pupil may require	Ongoing	Copy of the SEND register made available to all staff New staff timetable to include SEND CPD	LE/ JK
	3. Annual review of the SEND policy and highlight the policy to all existing and new staff	Annually	Transition documents to include all information regarding SEND pupils, information to be shared with key staff.	KSh
	4. Reinforce the responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement	Annually		EBL
	5. Investigate TA flexibility to cover extra curriculum activities if needed	Ongoing	KSh/SJo	
	6. Include as part of the induction programme for new staff SEND awareness and strategies for meeting the needs of all SEND pupils	Annually	EBL/KHo	
	7. If required, plan timetable of lessons and rooms to meet the needs of SEND pupils	Ongoing	KSH/KPa	

Continue to ensure that site access meets the needs of pupils, staff, parents and community users	1. To ensure disabled parking access within the main school car park	Ongoing	Termly site review with school business manager	DE
	2. Keep under constant review the need for even surfaces within new and existing areas	Ongoing	Clear system for reporting issues	DE
	3. To ensure each stairway have working and maintained evacuation chairs	Ongoing	Annual audit of equipment once transition lists are produced	DE
	4. To ensure that all school lifts are operational and regularly maintained	Ongoing	Cleaning staff to ensure toilets are kept clean throughout the day	DE
	5. Maintain contrasting nosing on the edge of the tread on each step around school	Ongoing	Nurture space provided for identified pupils	DE
	6. Clear signage of evacuation procedures which can be made available upon request	Ongoing		DE
	7. Ensure that school equipment can adjust in each classroom.	Annually		KSh/DE
	8. Ensure that all easy access toilets are well maintained and available throughout the day	Ongoing		DE
	9. Access to a low arousal space for sensory pupils	Ongoing		KSh

To promote positive attitudes towards disability	1. To ensure PSHE plan includes inclusive content to challenge stereotypes and misconceptions.	Annually	Annual plan devised and shared with all stakeholders Assembly rota shared with all middle and senior leaders	KP/SPa
	2. Inclusive assemblies on a range of key topics	Annually		KP
	3. Regular items in the newsletter highlighting the achievements of pupils with disabilities	Termly		KSh
To ensure newsletters and information is available to all stakeholders	1. Large print, audio formats made available upon request	Ongoing	Reasonable adjustments made for parents to access school newsletters and information.	PJ
	2. Homework information in alternative formats upon request	Ongoing		EBI