



# Accessibility Policy and Action Plan

2021-2022

*There can never be another you. You are more than special ... you are unique.*

## **Philosophy**

At TMA the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

## **TMA ethos in relation to Accessibility and Disability.**

### **Introduction**

1.1 Within our school creed and ethos we clearly state the importance of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas. The Equality Act of 2010 aims to end discrimination against people with disabilities and to improve access in all areas of life. As a disabled person, you have rights to protect you from discrimination. These rights cover most areas including:

- Employment
- Education
- Dealing with the police

1.3 At TMA, we recognise that the Equality Act 2010 places the following duties upon us:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons. T

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment.

1.4 The “responsible body” is the governing body or the local authority for maintained schools in England and Wales, the education authority in the case of maintained schools in Scotland, and the proprietor in the case of independent schools, Academies or non-maintained special schools. In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind. Our governing body strives to:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve 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.
- Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the General Purposes Committee of the board of governors. The plan within this policy sets out the Governors’ proposals for increasing access to education for disabled pupils.

1.5 Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

## **2. What is disability?**

2.1 A person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities’.

2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

The Equality Act also outlines that it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

### **3. Aims and objectives**

3.1 Our school aims to be an inclusive school. 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 all our children, and this of course includes pupils with disabilities.

3.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.

3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

### **4 Removing barriers**

4.1 The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

4.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

4.3 The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

### **5 The Physical Environment**

5.1 We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing ramps and handrails
- movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, soundproofing for pupils with impaired hearing, and medical rooms;
- information and communication technology, by selecting appropriate hardware and software.
- signage, by putting it in clear print.

### **6 The curriculum**

6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.

6.3. The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

6.4 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches through one-page Pupil Profiles (where appropriate) and Provision Maps.

6.5 We seek to respond to guidance from the parents and children. Also we welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Occupational Health.

## **7. Information**

7.1 Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly if required. This may be in the format of Braille or large print. Alternatively, it may be transmitted orally or through lip-speaking or sign language.

### **Safeguarding:**

At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding TMA procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Child Protection Safeguarding Officers; Hayley Donohue (Designated Safeguarding Lead), Lucy Eldridge, Sophie Haycock, Heather Cormack and Sally Moisii as procedures state.

Our Safeguarding Governor is Mrs Nicola Williams.

Policy Reviewed: July 2021.

Review and renewal due: July 2022.



### Previous Adaptations Made to Two Mile Ash School

- Inclusion of an individual toilet with disabled access within Lower School.
- Ramp access to some classrooms and to the playground.
- Handrails fitted to some stair cases within school.
- Installation of electronic white boards in all teaching rooms- it is recognised that children with SEND barriers to learning and children who are partially sighted find it easier to learn when an electronic whiteboard is used.
- Increase in ICT provision in school through iPad and assistive technologies.
- A matron trained within school to support children within school to access the curriculum and cater for individual needs.
- Provision of a disabled parking bay in front of the school.
- Clear signage around school.
- Yellow strips on all steps and key 'transitional' points to support individuals with visual impairments.
- Improved provision within school to include gross motor skills lessons with Head of PE.
- Collaborative Extra- curricular programme for children with disabilities and links made with other schools in MK.
- Adaptive responses to COVID-19 related guidance to ensure that children could safely return to school and provision of additional resources such as PPE, cleaning products and additional signage to clearly mark routes.

### Improving the Access to the Curriculum 2021-22

| Objective   | Strategy  | Outcome  | Timescale   | Goal Achieved<br>(Review July 2022) |
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| To increase the awareness of pupils and staff to alternative methods of teaching through nationally acclaimed days that celebrate diversity of need.  | Research over the years the variety of National days that take place with which we can support in school that strengths awareness of disabilities. E.g. No Pens Day for promoting speech and language, Wear Yellow.   | Children and staff will increase awareness of how lessons can be made more personalised and unique to support disabilities.  | Throughout the year   |                                     |
| To continue to develop the skill set of specialists within school to ensure that the highest quality support is available for training staff . For key members of staff to form networks across trust schools to ensure best practice and challenge ideas and provisions. | Specialist job roles include (Specialist SEND teacher, Speech and Language Therapist, Children’s wellbeing Specialist form the Pupil Support Team)<br><br>Specialist training provided for the members of the team which will be disseminated across all staff within the school. | Increase in specialist advice for teachers which will lead to positive pupil outcomes.<br><br>For Well-being coach to create CPD menu for teachers to attend sessions in relations to key interventions and supports attended by children across the school. | Reintroduction of the Pupil Support information Booklet.<br><br>Audit of staff training needs Autumn Term 2021-22<br><br>Training to be delivered throughout the year through INSET/T&L Sessions/Individual coaching and mentoring. |                                     |



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|  | <p>Training programme from the specialist within school set up for teachers and LSAs across the year based on a staff audit of training needs.</p>  |  |  |  |
| <p>To increase the range of specialist provision for the pupils across the school.</p> | <p>PE specialist to have timetabled slots to deliver fine/gross motor skills sessions across the week and meet with external professionals. To be supported by skilled LSA in delivery (if required).</p> <p>Speech and Language Therapist to be employed full time by the school and deployed across the IFTL.</p> <p>Children's wellbeing specialist to continue to develop and offer a range of new specialist programmes within school and beginning to share best practice and skill set across the trust – eg. Flourish Assessment.</p> | <p>The provision offered to TMA pupils will continue to be more extensive and lead by professionals within the specific area leading to a high quality of provision.</p> | <p>Interventions identified within Autumn Term 2021 and program of interventions deployed throughout year.</p> <p>Structural changes to provision due to needs assessment in Summer term 2021. This new structure will launch in September 2021.</p> |  |

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| <p>To further develop the extra-curricular provision opportunities on offer at school and embed these within the whole school calendar.</p>         | <p>Continue to attend PE days e.g. Playground to Podium, MK Springers etc, which are specifically developed for children with disabilities and make these part of the whole school calendar.</p> <p>Continue to offer an alternative residential visit for children whose special educational needs or disabilities mean they need a more personalised, bespoke visit tailored to them.</p> <p>To develop the timetable and deployment of specialist 'Forest Schools' Provision.</p> | <p>The amount of extra-curricular opportunities for children with disabilities will increase across the school year.</p>    | <p>Throughout the year.</p>   |  |
| <p>To further allow access for more children to alternative methods of recording work through the use of technology – building on our provision</p> | <p>To continue to invest in new technology to provide alternative methods of recording learning.</p> <p>To source new 'apps' to provide specific learning</p>  | <p>Technology within the school will be maximised to support children who need to use alternative methods of recording.</p> | <p>Throughout the year</p> <p>Audit of use of technology in the classroom</p> |  |

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| from COVID-19 School Closure | <p>opportunities – especially for children with a VI.</p> <p>Liaison with the Specialist teacher from the local authority for ICT to discuss further ICT approaches and APPs to support children further.</p> |  | Pupil voice about methods of recording in the classroom |  |
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### Improving Delivery of Written Information 2021-22

| Objective  | Strategy  | Outcome  | Timescale            | Goal Achieved |
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| To increase the knowledge and accountability of all staff as teachers of children with different needs and disabilities. | Ongoing training for all staff on SEN and Disabilities so there is a consistent delivery of information to parents.     | Staff will have an increasing knowledge and take responsibility for communicating clearly with parents, children and stakeholders. | Throughout the year. |               |
| To adapt the delivery of information for different audiences.  | Awareness for all staff that some parents may prefer information being shared verbally rather than in a written report. | Parents and pupils will feel like they have all the information they need regarding their needs and feel supported by the          | Throughout the year. |               |

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|   | <p>Ensure all written reports from external agencies are shared in person with parents to offer clarity verbally to any information that is written.</p> <p>Offer support for parents in their need to provide written information e.g. School Placements Applications.</p> | <p>school within all school processes.</p>  | <p>Autumn Parents Evenings</p> <p>Throughout the year as necessary.</p> |  |
| <p>To ensure the website is clear for all parents in the delivery of written information.</p> | <p>Website pages showing a consistent approach and being clear in the approach.</p> <p>An awareness for parents that reception will also give out verbally any information needed on the website.</p>   | <p>Parents will have a clear, easy way of accessing written information, especially if they find it difficult to access verbal information.</p> | <p>Autumn Term and then updated regularly throughout the year.</p>      |  |

### Developing access to the Physical environment of the School 2021-22

| Objective   | Strategy  | Outcome   | Timescale   | Goal Achieved |
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| To carefully consider access arrangements around the entire school and classrooms across the site for children with Visual Impairments, Hearing Impairments and gross motor needs | VI and HI training sourced and attended by Head of Pupil Support and appropriate LSA lead.<br><br>Recommendations to work space and outside space to be made to YGM and new class teachers. | The individual children will be able to access all areas of school and classroom independently to the best of their ability.                              | Throughout the year.  |               |
| To carefully consider the classroom children with disabilities will work in to provide an optimum working environment for them.   | Discussion at the end of the previous academic year to take into consideration classroom spaces for individual children or teachers.  | Increased learning outcome for children to ensure the learning environment matches their needs and reduces any difficulties in movement, sound or vision. | By September 1 <sup>st</sup> 2021 and then reviewed throughout the academic year. |               |
| To carefully consider the structure of lunchtime for children with disabilities to provide optimum environment for them to engage in the social aspects of education.             | Discussion with Supervision team and Senior management team about structure in place and the successes of this from previous year. To take into consideration                               | Increased learning outcome for children to ensure the learning environment matches their needs and reduces any difficulties in                            | By end Autumn 2 2021 and then reviewed throughout the academic year.              |               |

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|  | aspects that may need to be adjusted based on changes to cohort (as appropriate). | movement, sound or vision. |  |  |
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