



Policy for Developing and Reviewing our Accessibility Plan

School Name: Travis St Lawrence CE Primary School

3 Year period covered by the policy: 2025 – 2028

Policy to be reviewed: September 2028

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare—

- An accessibility plan;
- Further such plans at such times as may be prescribed.
- An accessibility plan is a plan for, over a prescribed period—
- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be

by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance:

Children & Families Act (2014)
The Special Educational Needs & Disability Regulations (2014)
The SEND Code of Practice (revised April 2015)
Supporting pupils at school with medical conditions (2014)
Working Together to Safeguard Children (2013)
Reasonable adjustments for disabled pupils (2012)
Disability Discrimination Order (2006)
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
The Children Act 1989 Guidance and Regulations Volume 2 & 3
DfES "Accessible Schools: Planning to increase access to schools for disabled pupils"
Health Standards (England) Regulations 2003

The School's Context

We are an academy Church of England primary school for children / young people who are aged from 3 years to 11 years old. The school comprises of 2 buildings each of one storey construction, across a split sight situated on the same road.

The School's Vision and Aims

The Diocese of Sheffield Academies Trust is committed to the view that each child is unique and of infinite value to God. At Travis, we believe that 'Together we belong, believe, learn, achieve'. Our vision is underpinned by the 'Parable of the Sower', so we always strive to be the 'good soil', being the best learners, every day.

We also believe in celebrating excellent learning as well as achievement. We have developed our own learning behaviours of what makes an outstanding 'Travis St Lawrence Learner'

- Teamwork
- Resilient
- Active listeners
- Value others
- Independent
- Successful

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor
- Headteacher
- SENCO
- Parent representative
- Child / young person

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.

- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (published on school website)
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The school's accessibility plan will be published on the SEND section of our school website:
<https://www.travis.doncaster.sch.uk/our-school/local-offer>

A paper copy is also available to any person who requests one via the school office: 01320 840200 (lower site) / 01302 842164 (upper site)

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEND Information Report.
- Positive Behaviour Policy
- School Improvement Plan

The School's Complaints Procedure covers the Accessibility Plan.

Attached below is the action plan relating to the key aspects

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Travis St Lawrence CE Primary will monitor the implementation of the plan and keep under review the access needs of the school.

Access Plan

Access Planning for the period of 2025-2028

Lead Member of Staff ____ Emma Gill ____ **Date** ____ January 2025 ____

Date of Review __ September 2028

Name of Reviewer __ Emma Gill __

	Objective	Action	Person Involved	Time Frame	Evaluation
Short Term					
Environment	To remove barriers to learning and provide a supportive environment for children with a hearing disability	Audit of classrooms for supportive environment for children with HI Advice taken from service for chn with HI team Best practice, to support hearing impairment shared with staff	EG	Dec 25	Audit of environment complete Continue to monitor through observations and learning walks, gathering pupil voice.
Curriculum	To provide arrangements where appropriate to support children when accessing assessments (SATs)	Identify the children who will require access arrangements with regard to end of year assessments	DH and ZM – Y6 EG and RT (All teaching staff)	Jan 25	Completed for academic year 25. SENDCOs continue to liaise with staff to identify those chn requiring access arrangements
Written Information	To ensure written information within Reception entrance is accessible	Audit information displayed in Reception (regarding evacuation, DSL's etc) Ensure it is clear and not over crowded, can be seen by all. Address as necessary.	EG	June 25	Audit complete. Continue to monitor. Dec 25 -New electronic sign in system – allows for request for evacuation
Medium Term					
Environment	To increase images of people with different abilities so children can see themselves 'reflected in a mirror' or have the opportunity to find out about disability	Audit books and literature around school to reflect disabilities Ensure books available to all classrooms, library 'No Outsiders' books to be purchased and planned into the curriculum	EG All staff	Dec 26	July 25 – No Outsiders books used – staff to continue use over next academic year, evaluate and review
Curriculum	To increase knowledge of people with	Audit curriculum and update to include disability dimension where possible,	Curriculum leads	Dec 26	Sept 25 Inclusive adaptations in curriculum doc

	different abilities so children can see themselves 'reflected in a mirror' or have the opportunity to find out about disability To remove barriers to learning and participation	that increases chns knowledge of differences/ people with disabilities (eg history- famous people such as Ben Parkinson, Science – Jonny Peacock) Plan a curriculum aimed at removing barriers to learning and participation Staff Meeting on Protected Characteristics resulting in a protected characteristics plan for each Year group	All teaching staff		shared with staff. Development of oracy within curriculum areas as a tool to lower barriers. (DSAT conference - HR training Sept 25. RB shared oracy training Dec 25) Staff meeting completed and P/C plan for each year group complete
Curriculum	To ensure staff are trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with SEND.	Provide all-staff training on a range of areas to enhance their skills. We will work with specialists (Educational Psychology Service, ASCETS and BOSS) to enhance our SEND practice.	All staff		2024 -25 - BOSS
Environment	To develop schools access to work support, available for staff with a disability	Named members of staff to attend access to work training to develop awareness and practice in supporting employees with disabilities	PC and EGa.	July 26	
Written Information	To ensure Information is presented in a user friendly way (simple language, symbols, large print,) for those pupils who may have difficulty with forms of printed information.	Complete a learning walks to monitor the approach to display to ensure that it effectively balances inspiration with accessibility and the right levels of stimulation.	EG	July 26	Display monitoring Dec 25 – feedback given to staff Continue to monitor
Long Term					
Curriculum	To increase the extent to which disabled children/young people can participate in the school curriculum	Review school visits to ensure increased levels of access for all. EG to work alongside EO (with visits policy) and other staff as needed to ensure risk assessments support chn with disabilities and remove barriers.	EG and EO	July 27	

Curriculum	To increase the extent to which disabled children/young people can participate in the school curriculum	Co-ordinate SEND coffee mornings where parents are able to access information and find out further information about other agencies available for support.	EG and RT	July 27	
Environment	To ensure technology is used, if best practice, to support children with SEND	Audit use of technology to support children with SEND EG to look into available technologies that support SEND and consider feasibility of investing in technologies that will best support childrens learning and lower barriers.		July 28	
	To ensure planning for Disability Access	Monitor and review Disability Access plan over next 3 years and adjust and adapt as needed	EG	Ongoing until July 28	A review was completed Oct 25