

Tower Hill Primary School

Accessibility Plan 2021/22

Introduction

The Equality Act 2010 introduced a single Public Sector Equality Duty, sometimes also referred to as the 'general duty', that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment.

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- **Eliminate discrimination**
- **Advance equality of opportunity**
- **Foster good relations**

One of the specific duties for schools is to publish an Accessibility Plan. Schools need to update their published information at least annually and to publish objectives at least once every four years.

Accessibility Plans Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

River Learning Trust Schools' Accessibility Plans set out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum**.
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extracurricular activities.
- Improve the delivery of **information** to disabled children and young people, using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher of each school within the Trust.

Schools will need to provide adequate resources for implementing plans and must review them regularly. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan, or a Single Equality Plan. OFSTED inspections may include a school's accessibility plan as part of their review.

Implications for School Admissions All River Learning Trust schools follow the Schools Admissions Code and the Oxfordshire or Swindon Local Authority admissions procedures. The School Admissions Code states: *All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school must be admitted* (Section 1, para 1.6). The aim of both Authorities is for children with disabilities who are starting school to have a place in a suitably accessible, nearby, primary school which feeds into an accessible secondary school. This will enable such pupils to have an agreed pathway for their education. To support this aim, it is the policy to prioritise disabled children in admissions for both Oxfordshire and Swindon.

Both Authorities identify disabled children at the pre-school and transfer stages and use this information to inform the allocation of their school places, in consultation with their parents.

Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

The River Learning Trust will regularly review its admission position to ensure that it is not discriminatory either in intention or effect.

Accessibility Plan 2021/22

Priority Success Criteria	Action to be taken	Lead Staff	Additional Resources, Budget	Milestones	Monitoring and evaluation summary
Access to the school is improved to the school for pupils, staff or visitors with mobility issues	Investigate the cost of a portable ramp for main school entrance	KW	Cost of ramp	Ramp is in school	
The physical environment is improved for those with a visual impairment	Ensure blinds/curtains are all in place to control glare	KW	Review existing curtains and blinds for suitability Review steps and	Add any additional requirements to SCA for 2021/22	

	<p>Ensuring edges of steps and stairs have good contrast, easy to read signs (with visuals where possible)</p> <p>Ensure there are seats/benches in areas of shade outside?</p>		<p>stairs repaint yellow markings on outside steps</p> <p>Move existing benches or purchase additional ones</p>	<p>Add any additional requirements to SCA for 2021/22</p> <p>Add any additional requirements to SCA</p>	
<p>The physical environment is improved for those on the autistic spectrum</p>	<p>Keep walls neutral use soft shades (pale blues, greens, pinks etc)</p> <p>Use Hessian backing on display boards?</p> <p>Ensure corridors and communal spaces are free of clutter, including displays?</p>	KW	<p>Consider this as and when rooms are decorated</p> <p>Continue to replace display boards with hessian backing</p> <p>review</p>	<p>Sept 2021 & Ongoing</p> <p>Sept 2021 & Ongoing</p> <p>Sept 2021 & Ongoing</p>	
<p>The learning environment is suitable for those with dyslexia</p>	<p>Ensure fonts used in class are appropriate</p> <p>Provide access to alternative materials via Chromebooks</p>	HS	<p>Review fonts used by teachers</p> <p>Review software available to teachers</p>	<p>SENDCO reviews and advises teachers Sept 2021 & Ongoing</p> <p>SENDCO reviews and advises</p>	

				teachers Sept 2021 & Ongoing	
The curriculum is accessible to all children	ILPs for children with disabilities to specifically address any individual barriers to learning	HS	As required	SENDCO reviews and advises teachers Sept 2021 & Ongoing	

	Signature	Date
Headteacher		
Chair of Governors		
Review date: October 2022		