



Tweendykes School

Accessibility Policy

September 2022

Review Date September 2024

1. Introduction

This policy aims to treat all stakeholders favourably and wherever possible take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to provide equal opportunities for all pupils.

2. Purpose

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

3. Objectives

Tweendykes is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out every day activities and respects the parents and child's rights to confidentiality.

The school's accessibility plan shows how access is to be improved for all pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

4. Key aspects of the accessibility plan

The Accessibility Plan details relevant and timely actions to:

- a) Physical environment access: improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school.
- b) Curriculum access: increase access to the curriculum for all pupils' by expanding the curriculum as necessary to ensure that all pupils are equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.
- c) Written information access: improve the delivery of written information to pupils, staff, parents and visitors to address their disability; examples might include hand-outs, symbolised and written timetables, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

5. Monitoring and review of the plan

The Accessibility Plan will be monitored through LGB with the health and safety governor leading this area.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Tweendykes Access Audit and Achievement Plan 2022-2024

Physical environment access

Action/Detail of the issue	Recommendation	Cost	Impact	Action taken Red, amber, green rating
Improve access to alternative indoor learning spaces	Development of indoor 'MUGA' space. Reinvestment in lighting & sound systems in halls	Neutral part of FM contract	Improved pupil play and engagement in learning	
Improve Interactive Whiteboards	Replace all IWBs in the school	£3349 per board x 5	Improved access to learning on IWBs	

Curriculum Access

Action/Detail of the issue	Recommendation	Cost	Impact	Action taken Red, amber, green rating
Sixth form pathways and preparation for adulthood	To ensure all areas of the curriculum build towards 'Preparing for Adulthood' outcomes and support pupils' independence.	neutral	Students leave the school with improved independence skills.	
Improve access to communication, sensory and emotional regulation support	Renew and develop an integrated in-house team of communication, sensory and emotional regulation specialist staff.	ADD COSTING (1 x L4, 1.6 x L3)	Pupils will be well-regulated and ready to access learning	

	Behaviour management group monitor acute pupil needs			
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Written Information Access

Action/Detail of the issue	Recommendation	Cost	Impact	Action taken Red, amber, green rating
Develop access to key documentation and information in different languages	Investigate and engage with interpretation and translation services	ADD COSTING	EAL parents are able to fully understand and participate in the school community	
Further improve home school communication	Ensure scholar pack communication is used effectively by SLT, admin and teachers	£300 per annum	Parents feel school communication is positive and that they are well informed	