



Torre C of E Academy



# Accessibility Plan 2019-2021

## INTRODUCTION

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties under the DDA legislation:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached as Appendix 1 is an Accessibility Action Plan showing how the school will address the identified priorities.

Date of Plan: September 2019

To be reviewed: September 2021

## 1. THE LEGAL FRAMEWORK & SCHOOLS PLANNING DUTY

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.1. As part of this duty schools must produce an Accessibility Plan to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability.
- 1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.3. The three key areas that the school must focus on in the plan are:
  - 1.3.1. Increasing the extent to which disabled pupils can participate in the school curriculum;
  - 1.3.2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - 1.3.3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.4. The duty is anticipatory and the school must plan for its future needs.
- 1.5. The school’s Accessibility Plan will be resourced, implemented and reviewed every three years.
- 1.6. The Accessibility Action Plan attached as Appendix 1 sets out a programme of planned improvements and actions over time to meet the current and future needs of users of the schools. A success criterion and a review period have been set so that progress and outcomes can be measured.

## 2. THE PURPOSE AND DIRECTION OF THE SCHOOL’S PLAN: VISION AND VALUE

- 2.1. At Torre we believe that all that we do should be in alignment with our vision, which can be best achieved by living out our values.

**VISION:** *We “Live life in all its fullness.” John 10:10*  
**VALUES:** *Peace, Pray, Praise, Potential, Pride, Persevere*

*“Our mission at Torre is to create an environment where God’s children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us.”*

To grow and develop our children’s characters, we focus on: Resilience, Service & Volunteering, Gratitude, Compassion, Self-Discipline and Creativity

<b>What our vision means to pupils:</b>	‘A safe place where we can learn as a team and be happy, knowing who we can talk to if there is a problem. We should take every opportunity we are given to learn as much as we can and to help us to live our lives the best way we can.’
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<b>What our vision means to parents:</b>	'Our children grow to be happy and confident individuals in a caring environment, by focusing on their academic goals and developing their character strengths. They can contribute to society, respect each other's individuality and treat each other with kindness.'
<b>What our vision means to staff and governors:</b>	'Our school is a welcoming, friendly and thriving working and learning environment for all. Everyone's opinions are heard and contributions acknowledged. People are treated equitably, and their performance is managed effectively.'

- 2.2. We are committed to the process of inclusion and 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. Torre promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
- 2.3. 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 our children or any adults associated with our school without regard to differences in/for:
- girls and boys;
  - minority ethnic and faith groups;
  - children who need support to learn English as an additional language;
  - children with special educational needs;
  - gifted and talented children;
  - children who are at risk of disaffection or exclusion;
  - sexual orientation
  - pregnancy/maternity

### 3. INFORMATION FROM PUPIL DATA AND SCHOOL AUDITS

- 3.1. We currently have a whole range of children of all back grounds, needs and abilities. The majority of the children begin their journey at Torre in the school's Nursery. Before they start Nursery, staff carry out home visits, where they meet with the child and their family. This provides an opportunity to discuss any specific needs the child may have.
- 3.2. In the summer term prior to September entry into Reception all children and families are invited to a week of transition days in July. This provides another opportunity for Reception staff to talk with new families who have not attended the nursery. All families are asked to complete a Family Voice questionnaire which will help inform the school of any needs to be met. In addition the school will review any paperwork from other agencies such as health visitors or occupational therapists who have been supporting the family. Where a child has previously been identified as having a special educational need or Educational Health Care plan, Reception staff will visit the children in the current early years setting or home.
- 3.3. For those children who join Torre at any other stage in the school career, staff at Torre will work with their previous provider, families and any other agencies to ensure the child's needs are known and met and they are successfully included.

- 3.4. Currently the school has pupils with a wide range of individual educational and health needs including epilepsy, incontinence and hearing impairment. And pupils with significant emotional needs across the school.
- 3.5. As the child progresses through the school there are various processes for monitoring how the needs of the pupils are being met and also to identify any outstanding or arising issues:
  - 3.5.1. Problems Solving Meetings (PPSM) – teachers talk with their team about pupils that are struggling with their learning in certain areas of the curriculum and identify solutions
  - 3.5.2. GROWTH days – teachers, teaching assistants and SLT meet each term to look at every child and review areas of concern over attainment, progress or provision, arising from data, pupil’s work PPSMs, etc
  - 3.5.3. The SEND Coordinator (SENDCo)– holds termly inclusion meetings with staff where children are not making expected progress and identify solutions, support and actions to help
  - 3.5.4. At various points throughout the year an SEN Family Voice Questionnaire is sent out to all families who have a child on the SEN register. This gives parents an opportunity to tell the school about changing needs of their child. These are actioned by the SEND Coordinator and help the school to adapt the environment and activities to support children with additional needs.

#### 4. VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

- 4.1. This plan was developed in consultation with parents, staff, governors and the Local Authority. A parent of a child with autistic spectrum condition and one with a hearing impairment supported the self-audit process. Staff and governors also assisted in the creation of the plan.

#### 5. CURRENT GOOD PRACTISE WHICH SUPPORTS THIS DUTY

- 5.1. Torre C of E Academy has an Inclusion Manager (Headteacher), a SENDCo (who is a member of the senior leadership team) and an SEND Governor who work collaboratively with class teachers and support staff to monitor the pupil provision and progress. If a pupil is not making expected progress a cycle of intervention and support will be implemented as outlined in para 3.5 above.
- 5.2. In their inspection in June 2016 Ofsted recognised the proactive work of the school in meeting needs of pupils:

*“The Special Needs Co-ordinator building on the work done by the early year’s leaders, astutely identifies strengths and weaknesses in pupil’s personal development. Her detailed records allow staff to focus on the area where pupil’s most need extra support.”*

#### 5.3. **Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

The school adapts its teaching to target the needs of individuals and groups within each class; i.e. through the use of differentiated resources and tasks, the use of adult support, by breaking down teaching and learning, instructions and tasks into achievable chunks, by using extenuated

gestures and signing, by use of visual prompts, visual timetables, now and next boards, ICT and other access technology.

Early identification of needs:

- Nursery staff conduct home visits of pupils starting in our Nursery – observations are made
- Reception staff conduct visits to Reception starters, not already in our Nursery, in their current Nursery settings – observations are made
- School nurse and health visitors are liaised with
- When a concern is identified, all health professionals involved with the child are consulted, as well as families

Continued support through school:

- SENDCo and staff regularly informally review provision for pupils and facilitates a family SEN meeting termly
- SENDCo meets with the Educational Psychologist termly to discuss, review and plan for all pupils on the SEN register
- The needs of pupils designated – Social Emotional and Mental Health Needs (SEMHN) are met by our Pastoral/Thrive team:
  - A Reception/KS1 nurture group 5x mornings per week
  - A Y3/4 nurture group 2x afternoons per week
  - A trained Thrive practitioner provides 1:1 sessions x2 30 minutes per week for pupils whom need it
  - Mayfield/Chestnut behaviour support team work to support us where needed with their outreach work
- Transition is supported by pupils spending a whole week, near the end of an academic year, with their new teacher. Teachers meet for a handover period to discuss new pupils. Where possible, pupils moving into Year 2, 4 and 6 remain with their previous class teacher in their mixed age class. Nurture pupils do a needs led, graduated transition back into their mainstream class.
- Year 6 pupils are also supported in their transition to secondary school – they are given opportunities to visit their nominated school and meet staff. Additional meetings and discussions are arranged by the school to share information on the pupil's needs and what strategies and actions need to be put in place to ensure a smooth transition.
- Close liaison with consultant for pupils with English as Additional Language.
- Development of pupils positive awareness of disabilities through PHSE curriculum

Special training/qualifications/experience held by staff members include:

- Autistic Spectrum Condition
- Speech & Language Disorders
- Social Interaction & Communication Difficulties
- Emotional Difficulties
- Cerebral Palsy
- Epilepsy
- Hearing & visual Impairment
- Developmental Disorders
- Physiotherapy
- Wheelchair use
- Thrive training
- Nurture network training
- School's SENDCo holds a Certificate of Advanced Professional Study in Special Educational Needs
- School's SENDCo has been in post as a SENDCo for 2 years
- The SENDCo achieved the SEND Award in Summer 2019
- In-house Continued Professional Development led by school nurse and SENDCo

- Speech and language training

*The school ensures that staff members are trained to meet needs of a child as soon as they start – for example staff are currently trained in epilepsy to meet the needs of the current pupil roll.*

#### **5.4. Current Actions: improving access to the physical environment of the school**

- The completion of the new nursery and Key Stage 1 classroom block in 2015 helped to address some of the school's access issues. The block provides four accessible teaching spaces, two additional accessible toilets including one with showering facilities and a platform lift to give access to the field.
- The school has an ongoing maintenance and redecoration cycle which aims to enhance the physical environment of the school and make it more accessible; including maintaining tonal contrasts and the renewal of step nosings.
- In 2018, the school successfully bid for SEND Capital funding from the Local Authority. This was used by the school to create a dedicated space to support children at the school with ASC and emotional needs. The space includes sensory, soothing and calming equipment and resources to create a safe place for these children to learn and develop when the mainstream provision becomes too overwhelming.

#### **5.5. Current Actions: Improving the delivery of information to persons with a disability**

- The school currently uses the 'Communicate and Print' system to produce prompt cards with symbols to aid communication with early year's pupils and pupils with SEN. It is looking to roll the system out to aid communication with children in older year groups.
- The school adapts font size and page layouts as and when to support pupils with visual impairments.

5.6. To build on the good work already taking place and ensure the school remains as inclusive as possible, the Academy has developed an Accessibility Action Plan - a copy is attached as Appendix 1.

## **6. REVIEW AND IMPLEMENTATION OF ACCESSIBILITY PLAN**

- 6.1. The Accessibility Plan, including progress with the Action Plan, will be reviewed annually by the Headteacher and SENDCo and updated every three years.
- 6.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward to the school's next action plan.
- 6.3. Electronic copies of this plan will be made available on the school's website and hard copies will be available upon request from the school office.
- 6.4. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's action plans from 2012-19 are attached in Appendix 2.

APPENDIX 1

**Torre Academy Accessibility Action Plan 2019-21**

PRIORITY	LEAD	STRATEGY/ACTION	RESOURCE	TIMESCA
<b>ACCESS TO THE CURRICULUM</b>				
Ensure that all staff are aware of how to support pupils starting the school with conditions we have not previously supported	Laura Kendell	To liaise with the family, identify the need, identify and contact relevant support services and arrange CPD for all staff.	SENCo time Relevant support services Time for CPD	Ongoing
Ensure the availability in the school of large print and easy read texts	Rebecca Herrera	To review school library and teaching resources and replenish with suitable material as and when funding is available		Ongoing
<b>ACCESS TO THE PHYSICAL ENVIRONMENT</b>				
Carried over from 2012-15 Doors to main hall	Alison Newton	To provide automatic doors to school hall – both ends, to allow access to disabled toilet in main building.	Spring term – Requested quotes	Summer 2019 <b>COMPLETED</b>
Disabled parking	Alison Newton	To review provision for disabled parking and way finding through to reception	£100 cost of paint	Autumn 2019 a
Steps	Robert Giampaglia	To renew and add nosings to steps throughout the site in particular: <ul style="list-style-type: none"> <li>• Steps along main entrance path</li> <li>• Steps down to KS2 playground</li> <li>• Steps in nursery play area</li> <li>• Steps near front entrance</li> <li>• Steps outside KS2 classrooms (CR0105)</li> </ul>	£100 cost of paint	Summer 2019 a
Door ironmongery	Rob Giampaglia	To provide tonal contrasting to external door handle for classroom CR106	£50	Ongoing. As ha replaced
External hazards	Rob Giampaglia	To paint support poles in nursery and foundation areas in contrasting colours so more distinguishable from surroundings	£100 cost of paint	Autumn 2020 a
Disabled Toilets	Rob Giampaglia	To add appropriate length, pull cords in disabled toilet in KS1 block – To add coloured border around grab rails and fixtures in disabled toilet in main building To review use of disabled toilet in nursery	£50  N/A	<b>Completed Spring 2019</b> <b>Completed Spring 2019</b>
<b>ACCESS TO THE WRITTEN INFORMATION</b>				
Accessibility of School's website	Hannah Fleet	To review the school's website and ensure options are available to change font, colour, use QR readers, etc	£200	2019
Policy for all school correspondence	Hannah Fleet	To review all school correspondence – looking at font and layout and agree school wide policy	N/A	ongoing
Raise school staff awareness of alternative formats	Hannah Fleet/Sue Julyan	To ensure that all staff and parents are aware of services available for providing alternative formats To provide signposts on how & where to access the services	N/A	2020

Raise 'readers' awareness of alternative formats available	Hannah Fleet	To promote alternative formats through all communications: <ul style="list-style-type: none"> <li>• add footnote to newsletters, etc on how to access alternative formats</li> <li>• make documents available on website</li> </ul>	N/A	2019 and ongoing
Extend use of Communicate & Print	Laura Kendell	To provide visual timetables for Key Stage 2	N/A	2020
Fire Safety posters	Katie Wyatt	To review and replace signage to give more tonal contrast (currently black print on red background) – check guidance for more appropriate colour scheme	N/A	Completed Spring

## APPENDIX 2

### ARCHIVED Access Plan 2012-2015

#### Part 1 Increasing access for disabled pupils to the school curriculum

Target	Action	Resources	
Annual review school vision and values statement.	Vision and values to be reviewed by staff, governors, pupils and parents, through meetings and letters.	Time: staff meetings, governors' meetings, school assemblies, consultation with parents.	School vision and values up to date and relevant to removing barriers
Update curriculum and general school policies	Within the rolling programme of policy review, ensure that policies relate to disabled pupils and the five outcomes in the Every Child Matters agenda.	Time: staff meetings, governors' meetings, consultation with parents.	Policies reflect the need for removing barriers
To use external services to support disabled pupils.	Access external services for advice before pupil starts school, and then to provide ongoing advice and support as required.	Time: for staff to liaise with specialists Financial: purchase of specialised equipment.	The environment is prepared to meet needs. Staff have greater resources to address issues.
Provide training for staff.	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the school and with partner schools.		Staff are deployed to meet the expectations of disabled pupils
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	Students with disabilities access appropriate curriculum
Develop pupils' understanding of disability issues.	Include disability issues in PSHCE lesson planning. Books and materials reflect a cross section of society.	Cost of new resources.	Pupils provide a support for disabled pupils and their families



**Part 2 Increasing access for disabled pupils to the physical environment of the school**

Improve access to the school site	Provide a ramped entrance for the main school. Provide a ramp into the KS2 block Provide ramp to Y3 classroom. Provide ramp to Y3. Provide ramp to Y1. Provide ramp to Y2 – will be used for groups in September. Provide ramp to Reception class – will be Y1 in September Provide path around Nursery to improve disabled access. Provide path to field from KS2 playground and Nursery to improve disabled access.	A Grant 1000	ccess to site areas of school site
Signage	Review and improve signage to entrance. Refer to best practice guidance.		On completion of th to school is clearly
WCs	Provide a disabled toilet and shower in the main building. Add changing table in main building. Add changing table in Nursery. Improve access to KS1 and KS2 toilets. Provide ramp for KS2 toilets for access off the playground. Provide private cubicle for disabled boys and girls at KS1 – with handle for them to hold to support independent toileting. New toilets at KS1 and KS2 to allow children independence – children with disabilities find it difficult to pull high chains as they are difficult to pull.	To be costed as a matter of urgency.	Disabled toilet and 2 changing tables – Children can access key stage. Disabled parents, v disabled toilets in Disabled children h in toileting.
ICT suite – This has now been converted into a classroom	Ensure good tonal contrast throughout – review levels of lighting/glare and blinds.	Within costing of planned remodelling phase 1 to start	All areas of the scho
Lighting	Improve lighting throughout the school to support children with special educational needs. Children with dyslexic and other difficulties find lighting effects their learning, as does the lack of natural light throughout the school.		Natural light increa School roof replace increasing natural Lights within schoo Light sensors, dimm for our children.

**Part 3 Improving the delivery of written information to disabled pupils**

Make information more accessible to pupils and parents with disabilities	Ensure newsletters and information are in an appropriate format.	Cost of printing in Braille, audio versions, large print?	Pupils and parents information in alte
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**ARCHIVED Access Plan 2016-2019**

**Part 1 Increasing access for disabled pupils to the school curriculum**

PRIORITY	LEAD	STRATEGY/ACTION	RESOURCE
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Ensure that all staff are aware of how to support pupils starting the school with conditions we have not previously supported	Laura Kendell	To liaise with the family, identify the need, identify and contact relevant support services and arrange CPD for all staff.	SENCo time Relevant support services Time for CPD	C
Ensure the availability in the school of large print and easy read texts	Rebecca Herrera	To review school library and teaching resources and replenish with suitable material as and when funding is available		C

### Part 2 Increasing access for disabled pupils to the physical environment of the school

Carried over from 2012-15 Signage	Katie Wyatt	To review and improve signage to entrances and around the school now that buildings works are complete	'Communicate and Print' £200	C
Vision Panels	Alison Newton	To remove obstructions to vision panels throughout school ie. Platform lift & doors to reception classrooms	N/A	C
Reception	Katie Wyatt	To review seating and consider removing table To ensure doorbell is working To consider hearing loop	Cost to be investigated	c
Doorways	Katie Wyatt	To review the use of mats and ensure they are flush to the floor	£500	c
Redecoration	Rob Giampaglia	To brighten the library/KS2 circulation area by lightening the colours of the walls whilst retaining tonal contrast for doors surrounds, fixtures and fittings. Look at removing window coverings. Review lighting.	Part of redecoration programme	2

### Part 3 Improving the delivery of written information to disabled pupils

Accessibility of School's website	Hannah Fleet	To review the school's website and ensure options are available to change font, colour, use QR readers, etc	£200	2
Policy for all school correspondence	Hannah Fleet	To review all school correspondence – looking at font and layout and agree school wide policy	N/A	c
Raise school staff awareness of alternative formats	Hannah Fleet/Sue Julyan	To ensure that all staff and parents are aware of services available for providing alternative formats To provide signposts on how & where to access the services	N/A	2
Raise 'readers' awareness of alternative formats available	Hannah Fleet	To promote alternative formats through all communications: <ul style="list-style-type: none"> <li>add footnote to newsletters, etc on how to access alternative formats</li> <li>make documents available on website</li> </ul>	N/A	2 c
Extend use of Communicate & Print	Laura Kendell	To provide visual timetables for Key Stage 2	N/A	2

Fire Safety posters	Katie Wyatt	To review and replace signage to give more tonal contrast (currently black print on red background) – check guidance for more appropriate colour scheme	N/A	
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