

Tring Park School Accessibility Plan 2019-2022

This Accessibility Plan covers the period from September 2019 to August 2022. The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). Under Schedule 10 of the Equality Act 2010, the School is responsible for preparing an accessibility plan.

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

Tring Park School recognises the following duties that this places upon them:

- Not to treat disabled pupils, staff and visitors less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, staff and visitors, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings - whilst recognising that the listed status of the buildings and grounds does impose some limitations - so that the school buildings are more accessible to disabled pupils, staff and visitors.

The school continually plans to increase the accessibility of provision to all pupils, staff and visitors. This Accessibility Plan contains relevant actions to:

- **increase the extent to which disabled pupils can participate in the school curriculum.** This covers teaching and learning and the wider curriculum of the school. It also covers the provision of specialist aids and equipment, which may help pupils to access the curriculum more effectively.
- **improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.** This covers improvements to the physical environment of the School and physical aids to access education.
- **improve the provision to disabled pupils of information which is provided in writing for pupils who are not disabled,** for example, handouts, timetables, teaching resources and information about school events.

This plan will be monitored and evaluated by the Steering Group and reviewed annually by the Governing Body.

IMPROVING CURRICULUM ACCESS

AIM	ACTION	OUTCOME	TIMESCALE
<p>To ensure pupils with SEND make good or better progress</p>	<ul style="list-style-type: none"> • Early identification of need through effective use of baseline data and appropriate assessments • Identification and implementation of appropriate personalised intervention timetables • Effective use of data and outcome of monitoring to track impact of interventions through the process of assess, track, plan and review • Progress tracked through Steering and reported annually to Education sub-committee 	<p>Pupils achieving good or better progress</p>	<ul style="list-style-type: none"> • Prior to admission wherever possible. During COVID-19, academic auditions have not taken place; therefore, early identification of need will be delayed until the autumn term 2021 • During the term • Half termly • Annual post-exam analysis and reporting
<p>Improve the knowledge and skills of teaching, pastoral and support staff in providing for the needs of pupils with SEND</p>	<ul style="list-style-type: none"> • Audit the additional needs of pupils • Skills audit and staff training needs identified 	<p>Staff become more secure in their understanding of pupil needs, leading to improved provision and better access to</p>	<ul style="list-style-type: none"> • Prior to admission wherever possible (as above) • September 2021

		the curriculum for pupils with SEND	
To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all pupils	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms taking into account individual needs Purchase specialist equipment required 	The layout and access to learning and teaching classrooms are more supportive towards SEND pupils.	<ul style="list-style-type: none"> As needs are identified – extend use of supportive software
To ensure all trips and extra-curricular activities are inclusive	<ul style="list-style-type: none"> Review all plans for trips and extra-curricular activities to ensure accessible to all Make appropriate adaptations where necessary to ensure trips and extra-curricular activities are inclusive Individual risk assessments completed and appropriate staff allocated to ensure they are inclusive 	<p>All trips and activities are organised in advance and fully approved by the Senior Leadership Team.</p> <p>Ensuring that where appropriate reasonable adjustments have been made enabling pupils to participate in the trip(s)</p> <p>Appropriate risk assessments in place and audited through H&S committee</p>	<ul style="list-style-type: none"> As annual programme is agreed As part of trip planning Standing item on committee agenda
To identify and share, where appropriate, the medical needs of pupils including wellbeing and mental health and provide	<ul style="list-style-type: none"> Identified medical needs on admission Audit medical needs and health care plans each term 	Effective support put in place for pupils through a greater understanding of need	<ul style="list-style-type: none"> Prior to admission wherever possible Start of each term

<p>specialist training where necessary</p>	<ul style="list-style-type: none"> • Provide training for staff in understanding of identified conditions. • Provide training for specified staff in the administration of specific medicines, for example, asthma, epi-pens, ADHD medication, wellbeing and mental health 		<ul style="list-style-type: none"> • As needed • Annual training in all staff inset
<p>To use external services to support pupils with a disability</p>	<ul style="list-style-type: none"> • Access external services for advice and support and then to provide ongoing advice and support as required 	<p>The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability.</p> <p>Staff develop a greater understanding of disability issues through targeted CPD and links with appropriate external agencies</p>	<ul style="list-style-type: none"> • Ongoing links established

IMPROVING PHYSICAL ACCESS

AIM	ACTION	OUTCOMES	TIMESCALE
Improve signage to indicate access routes around school	<ul style="list-style-type: none"> • Provide access plan of building in reception area for visitors to school 	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school	<ul style="list-style-type: none"> • September 2021
Maintain safe access for SEND pupils and visitors with disabilities	<ul style="list-style-type: none"> • Regular monitoring of all access routes and address any obstructions / non-compliant matters • To renew on a regular basis any floor markings to aid visual impairment 	Routes around the site to be maintained in a safe and accessible state	<ul style="list-style-type: none"> • Termly monitoring • Termly monitoring with both planned and immediate maintenance
Capital development and annual R&M plans to take into account the needs of disabled pupils, staff and visitors	<ul style="list-style-type: none"> • All plans and developments to ensure that SEND compliance is met. • Review of annual R&M plan • Identify appropriate funding requirements 	<p>The site overall makes an ongoing move towards disability compliance as appropriate</p> <p>The needs of pupils, staff and visitors taken into account when planning and undertaking future improvements and refurbishments</p>	<ul style="list-style-type: none"> • Ongoing in terms of new capital developments • Termly review / update of R&M plan and works

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

AIM	ACTION	OUTCOMES	TIMESCALE
Ensuring availability of written material in alternative formats.	<ul style="list-style-type: none"> Explore and become aware of services for converting information into alternative formats 	If needed, the School could provide written information in alternative formats.	<ul style="list-style-type: none"> Ongoing
Ensure all staff are aware of guidance on accessible formats	<ul style="list-style-type: none"> Guidance to staff on dyslexia and accessible information 	Access arrangements in place for all tests	<ul style="list-style-type: none"> Summer 2021 - ongoing
Ensure staff are familiar with technology and practices developed to assist SEND pupils	<ul style="list-style-type: none"> Clear guidance issued on the availability of technical resources and where required staff training to be implemented in their use. 	Staff have a greater familiarity with available technology and its use in supporting SEND pupils	<ul style="list-style-type: none"> Ongoing
Improved signage	<ul style="list-style-type: none"> Audit all signage for accessibility to the visually impaired 	Clear signage updated throughout school and ongoing.	<ul style="list-style-type: none"> Completed but to be kept under review and monitored.
Inclusive discussion of access to information in all parent/teacher meetings	<ul style="list-style-type: none"> Survey parents to check about preferred format for accessing information 	Parents able to access information in preferred user friendly format	<ul style="list-style-type: none"> Annual review
Website is compliant with statutory regulations	<ul style="list-style-type: none"> Dedicated staff member to update and maintain website 	Information available to all electronically compliant	<ul style="list-style-type: none"> Summer 2021 - ongoing