

Telford School Accessibility Plan 2025-2028

Introduction

The accessibility plan shows how school access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments wherever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for children and young people/students with a disability that they have:

- total access to our environment, curriculum and information and
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
 - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled children and young people less favourably
 - To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
 - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
 - recognises the effect their disability has on his/her ability to carry out activities,

- respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate. The plan covers a three-year period, will be reviewed at least annually and will be cross reference in the SEF as appropriate.

Increasing Access for disabled children and young people to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Telford School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of pupils with a disability.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she - has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... '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'.

The 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 and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

- At Telford school we offer a wide and diverse curriculum which includes access to cultural activities and teaching, the resources we have offers a wide range of multicultural books and learning aids, we also encourage cultural celebrations through our school menu and class activities and events via support services and SLT,
- We regularly hold 'student voices' where our students can express any wishes, complaints, ideas and feedback where possible. This in turn is shared with respective staff.
- We have an education Wi-Fi network with access to monitored and regulated information for teaching purposes, this information can be accessed through our PC's for children who enjoy and achieve productive learning through the use of IT equipment
- Our school meals cater for religious requirements and also dietary requirements such as Halal options, gluten free and lactose free, vegetarian, vegan and life choices to ensure our food offering is inclusive and meet the needs of our children and parents/carers/guardians needs
- Lunch and break activities are accessible for children
- Our access to the building is in line with DDA, any new projects we may wish to undertake which involve building changes or amendments go through architect's support and involvement to ensure we are compliant with the DDA 2015.

- There is access to outside play area
- We have access to off site facilities

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- There is access to outside play area
- Disabled toilets on ground floor
- Appropriate and specific intervention programmes for all pupils where required
- Class Support and School Support in place for pupils
- Support staff on educational visits as appropriate to ensure equality for all
- Appropriate support for pupils with EHCP plans evident
- Differentiated communication approaches for stakeholders where relevant
- Any future play outside equipment will be considered to be accessible
- Every effort will be made by School to accommodate the needs of disabled visitors and other colleagues. By prior arrangement, it may be possible to make certain facilities available to disabled users, depending on their needs and disability.
- We offer a written handout to all guests/ visitors to site which explains the health and safety policy and safeguarding policy, we can also read these leaflets out if required and pre-send out if asked in advance.

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of children and young people's disabilities and children and young people's and parents preferred formats and be made available within a reasonable time frame.

- Information is given to staff in handover face to face meetings, text messages, phone calls, zoom calls, letters, time tables and textbooks
- We offer a range of forms of communication to our parents, stakeholders, guardians and carers to ensure we are inclusive and all information is shared consistently.
- We encourage staff who can, to work from home and access meetings via Teams
- We can offer preferred formats for parents who have expressed wishes to review information in a different format, we are open to listening to feedback and implementing change to be inclusive to all
- We have a robust complaints procedure in place if needed and a whistling policy which is shared with every new employee
- The new staff induction explains all the Aspris wellbeing services we have plus the links to websites which offer free confidential support to staff who may need this, plus mental health support, chat programmes and access to my priority for colleague support and interaction
- Where required we make sure we use photos and symbols to explain any of our fire evacuation policies and procedures to children who can understand in this format, we may use other means of communication in school to ensure any emergency procedure is fully explained and understood.

- Posters and pictures around school to help children understand the fire emergency procedure of where to go and also not to touch the fire alarm sounders unless in an emergency
- The school has internal emergency signage and escape routes are clearly marked
- We have the use of school fleet vehicles for our children to be able to access school trips and local community events safely

Financial Planning and control

The Head teacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

- Any changes to our building structure or building improvements go through rigorous budget reviews, planning meetings and robust business cases are written to evidence the viability, sustainability and positive outcomes that will be achieved.
- 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 and physical aids to access education within a reasonable timeframe
- We will consult with experts when new situations regarding pupils with disabilities are experienced.

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To enhance on site resources including outside options	To audit use of outside space on a regular basis and sooner if a pupils starts to ensure their needs are met	That the outside space is fit for purpose and in a good useable condition	Ongoing	
To increase range of accessibility off site resources	To audit use and accessibility of community resources and facilities	To broaden the range we have on offer to meet a wider range of needs	Ongoing	
To ensure that educational resources in the school are inclusive and also support the protected characteristics	To audit current resources and ensure that they are appropriate and inclusive and support protected characteristics	That all educational resources are inclusive and support positively protected characteristics where appropriate		

Targets	Strategies	Outcome	Timeframe	Achieved
Physical environment				
To ensure that, within the limitations of the existing building and grounds, the school is accessible for all children and adults. Have regard to accessibility and maximising this when any changes are planned to the physical environment for all	At Aspris Telford School our bespoke individual provision takes into account all SEND, considering any challenges with accessibility as part of individual plans.	Inclusivity through maximised access for all.	Ongoing	

