

Turves Green Boys School



Turves Green Boys' School

Accessibility Plan

Approved by: J. Till

Date: September 2021

Last reviewed on: September 2022

**Next review due
by:** September 2024

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Turves Green Boys School's staff, governors and trustees are committed to ensuring that all pupils are offered the best possible opportunity to reach and exceed their potential, irrespective of their ability. We believe that no child is left behind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Whilst we commit to reasonable adjustments being made to accommodate all pupils and staff, allowing them to participate fully in school life, the physical geography and location of the school site prevents us from being fully accessible

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Recent School Developments

2016	New school building
2021	TGBS incorporated into Matrix Academy Trust
2021-22	Site Team trained in IOSH
2022	Installation of new security fencing and access points
2023	Key staff trained in personal care and manual handling
2023	Refurbishment of rear staff carpark including security access
2023	Installation of new offices and Reprographics room
2023	Reconfiguration of Headteacher corridor, Inc. medical room, office and interview room

Individual Needs Priorities set out in this plan may alter to accommodate the changing needs of individuals, as advised by the Headteacher and SENDCO.

Premises

To ensure that any developments do not fall into disrepair, all improvements made under this accessibility plan will be built into the regular checks of the Site Team, Hub Facilities Manager and the Trust Head of Capital & Compliance.

Specific Priorities include:

- To develop a rolling pre-maintenance programme for internal works
- To make good use of the School Condition Allocation funding through detailed plans and developments
- To install a new school perimeter fence at the front of school, including access points to ensure security and safeguarding of all members of the school community
- To develop and implement the effective use of Parago site management software including compliance tracking and premises helpdesk

Curriculum Access

The school's Vision Statement and SEND Policy make clear the schools approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

Specific priorities include:

- The PE activities offered to pupils based on individual needs.
- Consideration given to reviewing location and delivery of curriculum subjects due to the needs of individual pupils.
- Providing curriculum material in large print for visually impaired pupils.
- Ensuring curriculum access for pupils with physical disabilities provided at ground floor level where appropriate.

Information Accessibility

Turves Green Boys School is committed to ensuring that all information disseminated is done so in such a way as to be inclusive for all relevant audiences.

Specific set Priorities include:

- Ensuring all relevant policies, Plans & Parental letters will be uploaded to the school website allowing target audience to view them in large text.
- Where possible translating parental letters into home languages for non-English speaking parents.

Associated Policies and Plans

This plan is written in in association with and should be read in conjunction with other relevant documents including:

- SEND Policy
- Equal Opportunities Policy
- Curriculum Statement
- School Evaluation and Development Plans
- Exams Policy
- Health & Safety Policy
- Fire Evacuation Procedures
- Covid-19 risk assessments and management plans

Review & Evaluation

This plan has the status of a policy delegated by the governing body to the Headteacher and will be reviewed accordingly. It is monitored by the Headteacher and Site Manager who will report on progress made to the Governing Body and Trustees.