



The Trafalgar School
at Downton

Accessibility Plan

Date of Last Review:	20/01/2020	Review Period:	3 Yearly
Date of Next Review:	01/09/2023	Owner:	Headteacher
Ratified by LGB:	Term 3 2019/2020		

Our Vision ...

Our aim is to develop enquiring, respectful, caring and creative minds to create a better world and empower students to be the source of their own success. We achieve this through our 7 school pillars: Community, Mutual Respect, Pride, Creativity, Resilience, Ambition and Family Atmosphere.

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The Trafalgar School seeks to ensure that all students have the same opportunities to achieve. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students are of major importance. All students have the same opportunities to take part in school activities and the pastoral support structures. Students are actively encouraged to take part in visits and trips, school productions, act as school and tutor representatives, become prefects, sports leaders etc.

Improving access to education and educational achievement for disabled students is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

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.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Actions to be taken	Person Responsible	Date to Complete Actions By	Success Criteria
<p>Increase access to the curriculum for students with a disability.</p> <p>To increase access and variety to the PE curriculum</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>Advice from feeder schools and data collated to be used in the planning of the curriculum for all students.</p> <p>A bespoke curriculum developed for those with complex needs.</p> <p>Student progress is to continue to be regularly and formally monitored and reported to parents and carers.</p> <p>Work with the physical and sensory advisory teacher to source an appropriate manual and portable hoist to allow students with physical disabilities greater access to the PE curriculum.</p> <p>Work with the physio and OT teams to ensure targeted and bespoke physio therapy programmes can be carried through personalised PE lessons.</p> <p>Involve Trafalgar in local area disability sports competitions to enable students with physical disabilities to compete amongst peers.</p>	SENDCo	Annually	<p>Students with physical disabilities are able to take an increased part in group PE lessons rather than individualised 1:1 sessions. The physio needs of students with physical disabilities are met and access to the curriculum and independence is increased as a result. All students with physical disability are given the opportunity to take part in one out of school sports competition, annually.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The school is currently fully accessible although not all doors are fully automatic, so require assistance to open</p> <p>The school is currently fully accessible to all students via a lift which provides access to the first</p>	<p>Programme of improvements for automatic door installations.</p> <p>Review the list of staff members with a lift key and ensure that more staff have a key to reduce waiting time for students to access the classrooms in the tower block.</p>	<p>Site Manager/SENDCo</p> <p>SENDCo</p>		<p>Independent access becomes possible to all areas of the school.</p> <p>Easier and quicker access for students to classrooms</p>

	and second floors, however, at present there are a limited number of staff with a lift key which can mean students waiting for a member of staff to be found				in the tower block.
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Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Board.

Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Special Education Needs (SEN) Information Report
- Medical Policy

Useful Links

[Equality Act 2010](#)

[SEND Code of Practice](#)

Empowering students to be the source of their own success

Appendix 1: Accessibility Audit

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete Actions by
Number of Stories	Two stories accessible via two staircases and an internal lift. Staircases are one way at lesson change over	Monitor usage and manage the flow at peak times	Site Staff/Headteacher	Completed
Corridor access	All accessible via staircase or lift. Some sections are narrow requiring one way system at lesson change over	Monitor usage and manage the flow at peak times	Site Staff/Headteacher	Completed
Lifts	One internal lift to the tower block, key operated	Lift use	SENDCo	Completed
Parking Bays	Two disabled parking bays near to main Reception	Monitor usage	Site Staff	Completed
Entrances	All students and visitors entrances are fully accessible. Touch button opening on two external exits (Diamond Block and Sports Hall)	Monitor usage	Site Staff	Completed
Emergency Escape Routes	Escape routes from the buildings clearly marked; ski pad/evacuation chair in the Tower Block. Fire practice procedure each term. Agreed protocol for students, staff and visitors as well as an agreed protocol for disabled students and in the Tower Block.	Evaluate current procedures and clearly communicate with all stakeholders	Site Staff/Headteacher	By: 17/04/20
Toilets	Student toilets on the ground floor. Accessible toilets in the Diamond Block and adjacent Learning Support.	Monitor usage	Site Staff/SENDCo	Completed
Internal Signage	Signage on stairs. All rooms clearly signed. Emergency evacuation signs in place.	Evaluate current procedures and identify exit routes for each classroom. Review positioning of emergency exit signs and ensure they are consistent with the evacuation routes identified in the plan	Site Staff/Head of Estates MLP/Headteacher	By: 17/04/20