



Accessibility Strategy

Vision and Values

We want to make sure that both Trafalgar Infant School and Trafalgar Junior School are really inclusive schools. We know that all our children have different needs and different contributions to make to the life of our school. Making sure we achieve this is the responsibility of teachers, support staff, governors, mothers, fathers, carers and the children themselves

Trafalgar Infant School and Trafalgar Junior School promote a positive attitude to diversity and are committed to providing a service that is responsive to the needs and aspirations of the diverse community they serve. This commitment is therefore reflected in this accessibility strategy. This strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps that each school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognized that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

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Consultation, Implementation and Review

The accessibility action plans have been produced by Trafalgar Infant School and Trafalgar Junior School, in consultation with parents, young people and children, specialist advisors. The two separate action plans set out how we plan to:

- increase the extent to which disabled children can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plans also agree arrangements for review and reporting the agreed objectives which will be specific and measurable. The accessibility strategy is included in the Governors' termly review schedule and the action plans and progress is reviewed and reported on a termly basis. People who have contributed to the plan are:

Name	Role
Lynne Thompson	Executive Headteacher
Fiona Optholt	Deputy Headteacher Trafalgar Infant School
Jamie Allen	Deputy Headteacher Trafalgar Junior School
Michelle Tempest Mitchell	SEND Governor
Alice Govan	Inclusion Co-ordinator Trafalgar Junior School
Sharon Brazier	Inclusion Co-ordinator Trafalgar Infant School
Nandita Hume	School Business Manager Trafalgar Junior School
Laura Sands	School Business Manager Trafalgar Infant School

Accessibility of the plan

- Parents are informed in the respective schools' Parents Handbooks that all policies are available on request.
- Parents are aware that information is available in other formats. This information is also available on the website
- Part of the role of the Governors in reviewing policies and plans is to question to what extent they are readable, user-friendly and jargon-free

Change Control Information

Date of change	Summary of significant changes and the reasons
Autumn 2017	Post Federation it was agreed that the separate school documents would be reviewed with a view to combining.

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Trafalgar Infant School Accessibility Action Plan

1. Accessibility Strategy – Environment Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education

	Priority	Action	Responsible Person	Timescale	Impact
1.1	Support for a hearing impaired child	Investigate most suitable system to supply acoustics.	Sharon Brazier	Once need has been identified	Child will be able to access all the curriculum input without additional strain of trying to hear well.

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2. Accessibility Strategy – Curriculum

Increasing access to the curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible Person	Timescale	Impact
2.1	Ensure all parents and children have access to the e-School	<p>Continue to advertise that half the ICT suite at Meadway is available on a drop-in basis on alternate weeks. This will be measured by families usage of the facility.</p> <p>Carry out an audit of which children do not have home access to the e-School, or do not have consistent access, to ascertain what the barriers are and how we can address them.</p>	<p>Mrs Burton</p> <p>Mrs Burton</p>	<p>From Feb 2017</p> <p>From Feb 2017</p>	
2.2	Make sure that all children have the time and opportunity to use the e-School	<p>Linked with 2.1 above. Class teachers and TAs to continue to monitor e-School usage by children who have no/inconsistent access at home. Liaising with JB and PPG Champion to manage issues.</p>	All Class Teachers and Teaching Assistants	From Feb 2017	<p>Summer 2017 Update: PPG Champion already establishing links with vulnerable families and those at risk of not accessing e-School in a meaningful and fruitful way. She continues to feed back to JB and to class teachers to enable swift adjustments to the timetabling of classroom computer use etc.</p>
2.3	Increase opportunities for PPG children to access pre-learning and targeted activities to enable active and engaged learning.	<p>Extend the role of the PPG Champion to encompass Reception and KS1 with class teachers and TAs ensuring PPG access these activities.</p>	All Class Teachers and Teaching Assistants	From Sept 2017	

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3. Accessibility Strategy – Information

Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Responsible Person	Timescale	Impact
3.1	Make sure the accessibility plan reflects the needs of parents and children with disabilities	Ask a parent and child to contribute to the new access plan for 2017-2018.	Mrs Dyson/ Mrs Brazier	From Feb 2017	Close partnership forged with a parent who is currently going through the process of requesting an EHCP from AfC. This will help in future discussions regarding how the school can adjust provision/plans for the future. Summer 2017 Update: Provision maps used by the school for EHCP requests now follow new guidelines in the AfC Local Offer 'Golden Binder' thus providing more detailed, accurate and consistent information and guidance to parents.
		Enhance the e-School 'SEND notice-board' to include 'Trafalgar Family Voices'. This will be information for parents/carers of children with SEND, provided by other Trafalgar parents.	Mrs Brazier	Autumn 2017	



Trafalgar Junior School Accessibility Action Plan

1. Accessibility Strategy – Environment Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education

	Priority	Action	Responsible Person	Timescale	Impact
1.1	Make the school accessible and safe for a visually impaired child.	<ul style="list-style-type: none"> • Ensure yellow lines are painted on all steps • Ensure any raised areas are brightly coloured • Ensure a Kindle is available to provide access to large texts • Ensure one classroom computer has large text • Ensure window frames are painted in a colour to differentiate them from the wall 	PFI/SBM	Before the child joins the school and then reviewed annually alongside the pupil's annual review	Pupil(s) with visual impairment issues to be able to access all areas of the school safely
1.2	Make the school accessible and safe for a physically disabled child	<ul style="list-style-type: none"> • Ensure lift is fully functioning • Provide lift keys for relevant adults • Ensure staff are available to operate life when needed • Ensure a wheelchair is available when needed • Minimize trip hazards in the corridors 	PFI/SBM	Ongoing	Pupils with mobility difficulties can access all areas of the school safely
1.3	Make the school a safe place for a child with emotional difficulties	<ul style="list-style-type: none"> • Create a safe space within school by re-designating Deputy HT office into a 'Den' with soft furnishings. 	Inco/SBM/PFI	ASAP	Child will be able to access a safe, calm place within school with supporting adult as needed thereby facilitating successful return back into mainstream classroom.



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Increasing access to the curriculum

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	Priority	Action	Responsible Person	Timescale	Impact
2.1	Reduce experience of bullying related to SEND schools in TJS	<ul style="list-style-type: none"> • Establish a means of recording bullying incidents relating to SEND in school. Monitor bullying reports • All staff will be encouraged to complete anti-bullying Alliance free online training modules relating to SEND (available at http://www.anti-bullyingalliance.org.uk/onlinetraining) • The school will review its anti-bullying policy and procedures in order to include SEND issues. 	Deputy HT Class teachers	From Aut 17	<ul style="list-style-type: none"> • Establish a baseline for the number of SEND bullying incidents and reduce over the duration of this action plan. • School to have a clear anti-bullying policy and practices that include and are responsive to SEND issues.



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	Priority	Action	Responsible Person	Timescale	Impact
3.1	Families to have easy access to clear information regarding the support available for the children with SEN and disability	<ul style="list-style-type: none"> School to publish SEN information report that is clear and answers key questions that parents might have. To be reviewed annually and to be published on the school website and available in other accessible formats on request Ensure that written communication intended for a wide audience is written in plain English using the following guidance: http://www.plainenglish.co.uk/free-guides.html 	Inco	From Aut 17	
3.2	CYP at SEND support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way.	<ul style="list-style-type: none"> Wikis: for CYP who have EHCPs Person centred annual reviews and regular review meetings throughout the school year 	Inco	From Aut 17	