TOLWORTH SCHOOL
Happy children, successful learners

Tolworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Accessibility Policy and Plan

Governors' Committee / Responsible Member of Staff	Harriet Dodson Maria Baker
Status	Statutory
Review Cycle	Every three years
Date of last review	March 2025
Date of next review	March 2028

Tolworth Schools Accessibility Policy and Plan
March 2025-2028

1. Introduction

The schools' duties around accessibility for pupils with disabilities: Schools and LAs need to carry out accessibility planning for pupils with disabilities. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. 4.29 Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to pupils with disabilities.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

Under the Equality Act 2010, the duty to make reasonable adjustments applies only to people with disabilities. For schools the duty is summarised as follows:

- Where something a school does places a pupil with a disability at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

- Schools will be expected to provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

(Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties).

According to the Equality Act 2010, 'a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

This **Accessibility Plan** sets out how the Governing Body will improve equality of opportunity for people with disabilities.

It is a requirement that the school's **Accessibility Plan** is resourced**,** implemented and reviewed and revised as necessary. Attached is the accessibility plan (2025-2028), (Appendix 1) showing how the school will address priorities identified in the plan. (Appendix 2) shows the review of the last accessibility plan (2022-2025).

The **Accessibility Plan** has been drawn up to cover a three year period. The plan will be monitored regularly.

This **Accessibility Plan** will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the **curriculum** for pupils with disabilities, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without disabilities. 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **information** to pupils, staff, parents and visitors with disabilities. Examples might include verbal information, hand-outs, timetables, letters and information about the school and school events.

- Increase **awareness** of a range of differing disabilities for staff, pupils and parents. This may include assemblies, awareness days and delivery through the PSHE curriculum

At Tolworth Schools we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our mission statement, which states:

' We aim to provide a happy, inclusive and safe environment and opportunities that help us gain the skills, knowledge and understanding necessary for us to become independent, confident and thoughtful individuals who will embrace challenges, considerate, supportive and respectful to all , lifelong thinkers and learners who make a positive contribution to society .'….

…'Tolworth Schools work to create an enthusiastic inclusive community of learners by…… recognising and valuing every individual's strengths, needs and interests…....high quality teaching using a variety of approaches to meet all learning styles and needs..….valuing and celebrating each individuals contributions, talents and successes equally……valuing and celebrating our cultural and social diversity and creating strong links with our parents, families and wider community'

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Tolworth Schools are committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Special Educational Needs policy
- Equal Opportunities policy
- School Development Plan

The school's SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCos manage the Education and Health Care Plan Assessment Process, ensuring additional resources are available where appropriate.

The school provides additional support for pupils and supports teachers in implementing strategies for improving pupil's access to learning. The school works closely with specialist services including:

Hearing Impairment service
Visual Impairment service
Occupational Therapists
Physiotherapists
Speech and Language Therapists
Dysart Special School
Educational Psychology service
CAMHS

Appendix 1: Accessibility Plan 2025- 2028 (Review date: March 2028, to be monitored by the Leadership Team)

Senior Members of staff responsible: **Rachel Nye, Head Teacher**
Harriet Dodson, Deputy Headteacher and Inclusion (Infants)
Maria Baker, SENCo (Juniors)
Shelley Robinson, Inclusion Governor

Improve access to the physical environment of the school, adding specialist facilities as necessary				
Priority	**Action required**	**Success Criteria**	**Timescale**	**Responsible Person(s)**
If children arrive with a specific need, continue to make reasonable adaptations in the environment as necessary for each individual child. This would include specialist aids, equipment and training where necessary.	Meet with other professionals and parents to better understand child's needs and adaptions as needed.	All children in our school will be able to access their learning environment and have their medical needs met.	Ongoing as necessary.	Headteacher, caretaker, bursar, Inclusion team.
Outcomes: •				
Increase access to the curriculum for pupils with disabilities, expanding and making reasonable adjustments to the curriculum as necessary, to ensure that pupils with a disability are as equally prepared for life as pupils without disabilities.				
Priority	**Action required**	**Success Criteria**	**Timescale**	**Responsible Person(s)**

All children will experience a creative and inclusive curriculum that is adapted to support their needs.	To continue to train and effectively deploy support staff and resources in order to support all children to access the curriculum with their peers.	Children's gaps are identified quickly. Adaptation and support in place for lowest 20% in order that they make good progress. Ensure all resources are easily accessible. All children are able to access wider curriculum including after-school clubs and external trips.	March 2025 - 28	SLT, Inclusion Team, Class Teachers and Support Staff
Outcomes: •				
Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities.				
Priority	**Action required**	**Success Criteria**	**Timescale**	**Responsible Person(s)**
To continue to use appropriate systems so that all parents and carers are able to access information about the school and wider services within the Local Authority.	Parents who require support are supported by class teachers or school staff to understand any correspondence. Printed newsletters available for those unable to access email communications, regular text reminders. Google translate or staff expertise to communicate children	Staff aware of key families; details of home languages readily available on SIMS. All parents and carers able to access information involving school and can attend relevant meetings with support where necessary.	March 25-28	Inclusion Team Children and Families Coordinator SLT Communications Officer

	and parents who are new to English. Kingston Translation Services used for review meetings.			
Outcomes:				
Increase awareness of a range of differing disabilities for staff, pupils and parents.				
To ensure that parents can support their child's needs/diagnoses through sign-posting to relevant services or workshops and that they have regular communication with staff.	Access to MHST and other services, workshops and programmes. Staff receive up-to-date training so that that they can apply that knowledge in the classroom and wider setting. Children gain a good understanding of a range of disabilities and needs, through assemblies and circle times.	Staff and children are aware of particular needs and disabilities and how to support each other.	March 25-28	Inclusion Team Children and Families Coordinator SLT
Outcomes: •				

Appendix 2: Accessibility Plan 2022- 2025 (Review date: March 2025, to be monitored by the Leadership Team)

Senior Members of staff responsible: **Rachel Nye, Head Teacher**
Harriet Dodson, Deputy Headteacher and Inclusion (Infants)
Maria Baker, SENCo (Juniors)
Shelley Robinson, Inclusion Governor

Improve access to the physical environment of the school, adding specialist facilities as necessary				
Priority	**Action required**	**Success Criteria**	**Timescale**	**Responsible Person(s)**
Outcomes:				
Increase access to the curriculum for pupils with disabilities, expanding and making reasonable adjustments to the curriculum as necessary, to ensure that pupils with a disability are as equally prepared for life as pupils without disabilities.				
Priority	**Action required**	**Success Criteria**	**Timescale**	**Responsible Person(s)**
All children will experience a creative and inclusive curriculum that supports their individual needs.	To continue to personalise and adapt teaching and learning to meet the needs of all children, including adapting for the lowest 20%, using assessment to identify gaps and inform planning, teaching and learning.	Children's gaps are identified quickly. Adaptation and support in place for lowest 20% in order that they make good progress. Ensure all resources are easily accessible. All children are able to access wider curriculum including after-school clubs and external trips.	March 2022 - 25	SLT, Inclusion Team, Class Teachers and TAs

Outcomes:				
Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities.				
Priority	**Action required**	**Success Criteria**	**Timescale**	**Responsible Person(s)**
To continue to use appropriate systems so that all parents and carers are able to access information about the school.	Parents with literacy difficulties supported by class teachers or school staff to understand any correspondence. Printed newsletters available for those unable to access email communications. Kingston Translation Services used for review meetings.	Staff aware of key families; details of home languages readily available on SIMS. All parents and carers able to access information involving school and can attend relevant meetings.	March 22-25	Inclusion Team Children and Families Coordinator SLT Communications Officer
Outcomes:				
Increase awareness of a range of differing disabilities for staff, pupils and parents.				
For staff to have up-to-date CPD and information regarding key pupils	Equip staff with relevant training so that that they can apply that knowledge in the classroom setting, in order to support children's understanding of disabilities.	Staff and children are aware of particular needs and disabilities and how to support each other.	March 22-25	Inclusion Team Children and Families Coordinator SLT
Outcomes:				