

# TUFNELL PARK PRIMARY SCHOOL



## School Accessibility Plan

**DATE APPROVED:** *24/5/18*

**DATE OF NEXT REVIEW:** **Summer 2019 (new building)**

**OWNER (STAFF):** **MARTIN SCARBOROUGH, HEADTEACHER**

**GOVERNOR LINK:** **RESOURCES COMMITTEE**  
(FGB, committee and/ or individual)

## INTRODUCTION

The Equality Act 2010 requires schools need to carry out accessibility planning for disabled pupils with the aim of

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

## CONTEXT

The school expansion project scheduled to start in summer 2017 will result in a new building (occupation in Autumn 2019) with significantly improved facilities (eg hygiene room; sensory room; better facilities for all children to access wider curriculum eg multi-purpose room, studio). In terms of physical accessibility, the three-story building will have level access from the street to pupil and visitor entrances, a ramp to the lower level playground and a passenger lift.

From May 2018, the school is using a temporary block as well as part of the existing building. The temporary block does not have lift access to the first floor. This was agreed as part of the planning process as: it is a temporary building; no existing pupils would have difficulty accessing these facilities and any children joining between now and occupation of the new building would be able to access all school activities by alteration of room allocation.

The aims set out in the 2016 plan are set out below, but many of the physical access issues have been overtaken by the building project.

### **Aim 1 - To increase accessibility for children, parents, staff and the wider community to learning opportunities and improve outcomes for children with SEN/ additional needs**

Target	Action/strategy	Who?	Time frame	Success criteria
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements (identified through SEN and PAM reviews)	AHT Inclusion	Termly	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure maximum practicable inclusion  Monitor participation	AHT Inclusion	Termly	Increased access to out of school activities for all pupils
To ensure that classrooms are optimally organised to promote the participation and	Teaching and premises staff to maintain a preferred layout of furniture and equipment to support the learning	Phase leaders HT Premises Manager	Termly	All pupils make good progress

independence of all pupils	process in individual class bases			
Review communication, documentation and web materials to ensure accessibility for all	Communications review through parent Review meetings	AHT Inclusion CFC committee  HT	Termly	Increased access to school communications and wider services (eg LBI, support services) for all users
To deploy additional adults (TAs, LM) effectively to support pupils' access and participation	Pupil needs reviews (identified through SEN and PAM reviews)	Class teachers AHT Inclusion	Termly	All pupils make good progress
Training for Governors in terms of raising awareness of disability issues	Identify any relevant training for governors and arrange attendance.	Governors	Annually	More inclusive school environment
Support for parents of children with SEN	Regular support meetings/workshops etc with professionals eg CAMHS, SHS, Education Psychologists	Assistant Head SENCO	Ad-hoc	Increased parental trust in school's support for SEN children. Increased parental knowledge to help their children's learning.

## Aim 2 - To improve access to the physical environment of the school for all of the community

Location	Item	Action/strategies	Time frame	Success criteria
School Approach	Traffic calming, pedestrian crossing, disabled parking space.  <i>Construction compound on Dalmeny Road: pavement closed</i>	<b><u>from January 2016 plan</u></b> Additional crossing, signage and disabled space under council consideration – maintain current pressure on LBI to review/provide.  <i>Warning signs in place. LBI installing temporary crossing etc. School alerted parents &amp; neighbouring schools contacted by email.</i>	<i>On hold as expansion project will include arrangements.</i>	School approach is safe and accessible for all users
School entrance	Paving	Levels, gradients and cambers and gullies reviewed regularly as part of safety walk-round	<i>On hold: cost for short lifespan in view of imminent building project. Minor remedial works done as required.</i>	Paving safe and level

	Foyer	<p>Online access to school website and Council services through PC in foyer. Review signposting.</p> <p>Improve doorway to increase ease of access for wheelchair users and pushchairs.</p>	<p><i>On hold: cost for short lifespan in view of imminent building project.</i></p>	Foyer is physically accessible, and provides signposting and access to additional services for users
Playground areas	Step access	Additional handrail for infant steps fitted	<p><i>Review if required.</i></p>	All step access adequately supported
	Paving (particularly on Junior terrace)	<p>Levels, gradients and cambers and gullies reviewed regularly as part of safety walk-round</p> <p><i>New tarmac where old mobile was: monitor kerb.</i></p>	<p><i>May 18: Terrace no longer occupied by school.</i></p> <p><i>Ongoing monitoring of rest.</i></p>	Paving safe and level