



# TOWNSEND

CHURCH OF ENGLAND SCHOOL

## Accessibility Plan 2025-2028

Last reviewed	March 2025	Next review	January 2028
Review period	Every 3 years	Reviewed by	The Headteacher
Headteacher Signature:	<i>Anthony Slack</i>		

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## 1. Introduction

At Townsend, our vision of 'Achievement For All, Respect For All' is underpinned by the concept of 'Love your neighbour' from the story of the Good Samaritan, Luke 10:25-37. We value everyone, and show love and respect for ourselves and others, setting high standards and supporting each other so that we can all flourish. The concept of 'love your neighbour' is taught in three strands:

1. Love your neighbour – treat others as you would wish to be treated yourself
2. Love yourself – self-care is important, look after yourself physically, mentally and spiritually
3. Love the journey – whether academic or personal, Townsend supports everyone's journeys to enable you to flourish individually and collectively

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 (schedule 10) for:

- increasing the extent to which pupils with disabilities can participate in the curriculum
- improving the physical environment of the school 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

At Townsend we believe that every person is equally important and that no-one has a right to harass, insult or cause offence to any other person for any reason. We particularly reject the way that some people abuse others:

- because they are richer or poorer
- because they are older or younger
- because they are small or tall, thin or fat
- because of the colour of their skin
- because they are a teacher or a pupil
- because of their religion or beliefs
- because of disability or personal problems
- because of gender or sexual orientation
- because of their looks or what they wear
- because of their likes and dislikes
- because they are popular or unpopular
- because of their ability or lack of ability
- because of their nationality or accent

Our aim is to provide a secure and happy environment where all our students can enjoy working and learning and in which all can develop their potential to the fullest extent, intellectually, spiritually, personally and socially in preparation for a successful and creative adult life in modern Britain and the wider world.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **3. Action Plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 (schedule 10) for:

- increasing the extent to which disabled students can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students, parents and other community stakeholders are able to take advantage of education and benefits, facilities and services provided or offered by the school
- improving the delivery to disabled students of information which is readily accessible to students who are not disabled

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated and broad curriculum for all students. This includes a modular curriculum in years 7 - 9 and guided choices at Key Stage 4 and 5.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• iPads are used in school to provide opportunities for truly personalised and deeply differentiated learning experiences which span beyond the classroom. Showbie, Edulink, and Socrative are regularly use to best facilitate this.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all students.</li> <li>• Targets and interventions are set effectively and are appropriate for pupils with additional needs. These are shared with key stakeholders and reviewed with parents.</li> </ul>	<p>Continue to review the school curriculum on an annual basis to ensure it is fully inclusive and meets the needs of all students.</p> <p>Continue to provide training and regular updates about tools and applications which are useful for delivering highly personalised teaching and learning. (School Improvement Plan)</p> <p>Continue to further refine systems to ensure staff can access key information about students' needs efficiently. Alongside this, provide regular updates about the learning needs of SEND students.</p>	<p>DHT – Quality of Education</p> <p>DHT – Assessment &amp; Reporting</p> <p>AHT – Teaching &amp; Learning</p> <p>SENDCO and Learning Support Assistants</p>	<p>An effective curriculum which enables success for all learners</p>

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students, staff and visitors to the school as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Step free access via ramps into every block with automatic door entry in main areas</li> <li>• Appropriate corridor and pathway widths</li> <li>• Dedicated disabled parking bays near reception by the music block/ Sixth Form entrance</li> <li>• Disabled toilets in all blocks across the school apart from the DT block located near the Science block</li> <li>• Disabled changing facilities in the Sports Hall (disabled toilet nearby can be used for changing)</li> <li>• Library shelving at wheelchair-accessible height – The Library is housed on the first floor therefore not wheelchair accessible. An online library is available and books can be picked and delivered</li> <li>• High visibility paint used to provide indication of hazardous areas – e.g. curbs, stairs, ramps and railings (when student with visual impairment are on roll)</li> </ul>	<p>Ensure accessibility remains a key factor in the design of school redevelopments and new buildings</p> <p>Continue to repaint key hazardous areas – e.g. curbs, stairs, ramps and railings on an annual basis</p>	<p>Headteacher Business Manager Site Team</p>	<p>All stakeholders are able to access all areas of the school regardless of ability or need</p>

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• External signage and campus map</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille where needed</li> <li>• Assistive technologies (e.g. iPads)</li> <li>• Microphones and VI equipment tailored to the individual needs of students</li> </ul>	<p>Adhere to JCQ exam regulations: enlarged print and other designated access arrangements.</p> <p>Ensure students have equipment such as magnifiers and reading pens where needed.</p> <p>Liaise with external agencies such as PNI (Physical and Neurological Impairment Team), VI (Visual Impairment) and HI (Hearing Impairment) teams</p>	<p>Exams Officer SENCO Teaching and Learning Team</p>	<p>All learners are able to access all areas of the school curriculum regardless of ability or need.</p>
A whole school approach to inclusion	<ul style="list-style-type: none"> <li>• All staff are trained through a comprehensive CPD programme, teaching tips, Inset, staff meetings and external training opportunities.</li> <li>• Support provided through the Mental Health Lead</li> <li>• Close working partnership between Directors of Learning, DSL's and SENCO</li> </ul>	<p>Continuing staff training surrounding SEN, PP, CLA and High Starters Students.</p> <p>School development priorities for targeted groups, focus on development of technology in the classroom.</p>	<p>Leadership Team SENCO Designated Teacher</p>	<p>A truly inclusive school in all areas of the curriculum, environment and resources in line with the Equality Act 2010</p>

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Headteacher.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health & Safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy.