TROON SCHOOL ACCESSIBILITY PLAN- June 2021

1. This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from June 2021 – June 2024.

2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Troon School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

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

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
   - Teaching and Learning
   - Anti- discrimination
   - Health & Safety (including off-site safety)
   - Special Needs – Local Offer
   - Behaviour
   - School Improvement Plan

8. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. Matters relating to Access will be an agenda item for the FGB.

10. Information about our Accessibility Plan will be shared with parents on our website.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

Our Accessibility Audit. Reviewed June 2021

Section1: How does your Academy deliver the curriculum?

Question	Yes	Partly	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√		
Are your classrooms optimally organised for disabled pupils?	√		
Do lessons provide opportunities for all pupils to achieve?	√		
Are lessons responsive to pupil diversity?	√		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√		
Are all pupils encouraged to take part in music, drama and physical activities?	√		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	√		
Do you provide access to computer technology appropriate for students with disabilities?	√		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√		

Do staff seek to remove all barriers to learning and participation?	√		
Are there high expectations of all pupils?	√		

Section 2: Is your Academy designed to meet the needs of all pupils?

Question	Yes	Partly	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		√	

4

Question	Yes	Partly	No
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	√		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			√
Are areas to which pupils should have access well lit?	√		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		
Is furniture and equipment selected, adjusted and located appropriately?	√		

Section 3: How does your Academy deliver materials in other formats?

Question	Yes	Partly	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√		
Do you ensure that information is	√		

presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?	√		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√		

Troon Community Primary School Accessibility Plan 2021-2024

Increasing the extent to which pupils can participate in the curriculum

Priority Target	Involvement	Timescale	Success Criteria
Staff aware of pupils individual needs.	All Staff	Ongoing	Pupils needs are met and they are able to participate in all areas of the curriculum.
Ensure relevant pupils can access the curriculum by using and employing relevant trained staff.	All Staff	Ongoing	As above.
Effective use of equipment to promote learning as appropriate e.g. specialist software, sloping	All Staff	Ongoing	Pupils are able to effectively access the curriculum and meet learning objectives.

desk.			
Effective differentiation in planning and use of variety of learning styles	All Staff	Ongoing	All pupils are successful in lessons.
Monitoring of pupil progress to ensure good progress is made by all pupils.	Head, SENDCo and teaching staff	Half-term	All pupils make good progress from their starting points.
School visits attainable to all. Suitable provision made.	Educational visit coordinator and all staff.	As required	All pupils have the same learning experiences and opportunities.

Improving the delivery of information in writing in an appropriate form

Provide suitably enlarged, clear print for pupils with visual impairment.	All Staff	As required	All pupils can access learning.
The school administrative staff and teaching assistants will support and help parents access information and complete forms for them if necessary.	Admin staff and all staff as necessary.	As required	This ensures equal opportunities for all parents.
Use coloured background for information on the Smart boards/worksheets for those pupils who need it.	All Staff	As required	Resources are adapted to ensure all children can access learning.

Improving the Physical Access

Priority Target	Action	Timescale	Cost £	Success Criteria
Steps in front of office, car park entrance, staff room steps and to rear of hall.	Yellow edging to be repainted	As and when needed	£50	Edges of steps easily seen reduced likelihood of trips and falls
Disabled car parking bay markings repainted so they are clearly visible	White lines to be re-painted and yellow disabled bay lines and symbol to also be re-painted	By end of summer term 2021	£500	Lines are clearly visible and disabled bay is easily identified
Areas in carpark are a trip hazard and need repairing	Re-tarmacked	Summer Term 2021	£2000	Tarmac is of a consistent level and there are no holes.
EYFS Area Playground/Floor surfacing	Wet Pour surface in EYFS has areas that have lifted.	By End of Autumn Term 2021	Quotes to be obtained	The wet pour surface is not lifting in any areas and there are no gaps between the wet pour and concrete.
Ramp from Nursery side door to outside area	Install a hand rail for children to hold as this is a sloped pathway.	During Autumn term ready for use when new outdoor area is developed.	Quotes to be obtained	Children are able to safely walk down the slope and can use hand rail for support.