

TMPF
Accessibility Plan
Bishop Rawle C.E. Primary School
2025

Reviewed: July 2025

The Moorlands Primary Federation (TMPF) want all of our children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their very own 'learning adventure'. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all of our pupils.

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| TMPF Values: Trust; Mindful; Peace; Friendship. |
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Purpose of Plan

This plan shows how we intend, over time, to increase the accessibility of our schools for pupils, staff, parents/ carers, Trustees and visitors who may have a disability.

Definition of disability (Equality Act 2010)

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities. (see TMPF SENDs Policy and SEN Code of Practice: 0 to 25 Years)

Aims:

- We aim to increase the extent to which pupils with a disability can participate in the curriculum (to the best of the Trust/school's ability).
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the Trust/school's ability).
- To improve the availability of accessible information to pupils with a disability (to the best of the Trust/school's ability, within a reasonable timeframe, and will take into account pupil's and parent's thoughts).

Legislation and Guidance

This document is designed to comply with the requirements of s10 of the Equality Act 2010 and relevant DfE guidance.

Contextual Information

The Moorlands Primary Federation (TMPF) comprises ten primary schools. Each school offers its own documentation towards the Accessibility Plan due to the specific needs of each location.

Equality Objectives (published on the school website)

At The Moorlands Primary Federation (TMPF), we are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and Trustees irrespective of race, gender, disability, belief, religion, sexual orientation, gender identity, age, mental health or socio-economic background. We aim to continually develop our lovely and warm culture of inclusion and diversity, as we believe, as a family of schools full of wonderful children, that this can enable those connected to the schools to feel proud of their identity and have the ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying, challenging misconceptions and challenging stereotypes. We believe that this will enable us to create and nurture an environment which promotes love for one another. At TMPF, we believe that diversity is a strength. If we were all the same, our lives would not be as rich. The differences in British society and our community should be respected and celebrated by all those who learn with us, teach with us, support us and visit us.

Within our Church Schools, we follow the example set by Jesus to welcome all and love all equally as children of God.

School Context

Bishop Rawle C E Primary School is located in Cheadle, in the Staffordshire Moorlands. It is a Victorian building. The school has a main building, two fixed-mobile classrooms, a School House and Annexe building. Primary education is predominantly provided in the main building, the mobile offers occasional use for music lessons, the other buildings being used by private organisations or TMPF central team.

The main building of the school operates over one floor with an upper floor consisting of two rooms. Access to the upper floor is limited and is not used by children. The main section of the building contains several classrooms, a school hall/ dining room, kitchen, offices and toilets. Disabled access into the main building is good with large doors and ramps. The school has a modified toilet for disabled usage.

All classrooms have touchscreens, the school has access to broadband throughout the building.

As of Sept. 2025, there are no wheelchair-dependent pupils or staff.

Current Range of known disabilities

Like many schools with TMPF, our school has children with a range of additional needs including but not limited to moderate and specific learning disabilities/ difficulties.

Increasing access for pupils with a disability to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed-ability classes, which are either single, or mixed-age year groups.

Inclusive classes

It is a core aim that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits. Numbers attending sessions may be limited for a variety of reasons. These could include (but are not limited to) the event that after-school clubs/ classes are over-subscribed; or in the event that numbers for participation in team/ group events are limited and are lower than the number of children wishing to participate; or if child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Information about TMPF and each school is published on the website. The website carries a notice that any information published thereon is also available from the relevant school in a printed format. **The school website offers a number of accessibility measures which are identified.**

Aim: Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided

(to the best of the Trust/School's ability).

| Location | Target | Strategies | Time-scale | Responsibility | Success criteria |
|-----------------|--|--|---|---|---|
| All schools | The school is aware of the access needs of disabled pupils, staff, Trustees, trainees, parents/ carers and visitors. | <p>To create Individual Education Plans (IEPs) or Personal Emergency Evacuation Plans (PEEPs) for individual pupils with disabilities when required.</p> <p>Be mindful of staff, Trustees and parents' / carers' access needs.</p> <p>Through dialogue, ongoing relationships and questionnaires, find out the access needs of parents/carers.</p> | <p>Asrequired</p> <p>Induction and on-going if required</p> <p>On-going</p> <p>On-going</p> | <p>Class teachers/ School Welfare Coordinator</p> <p>Headteacher, leaders and staff</p> | <p>Individual Plan/ PEEP in place for disabled pupils and all staff aware of pupils' needs as appropriate.</p> <p>All staff and Trustees feel confident their needs are met.</p> <p>Parents/ carers have access to all school activities.</p> |
| All schools | Any changes to layout of school to be mindful of access to pupils to all areas. | Consider needs of disabled pupils, parents/ carers or visitors when any redesign planned – notably with doors. | Asrequired during CIF applications | Trustees/ Headteacher/ leaders (Vice-) CEO/ Architects | Re-designed areas of buildings are usable by all. |

Aim: To improve the availability of accessible information to pupils with a disability

(to the best of the Trust/School's ability, within a reasonable timeframe).

| Location | Target | Strategies | Time-scale | Responsibility | Success criteria |
|--------------|---|--|-----------------------------|--|---|
| All schools. | Improve external access for visually impaired people. | Yellow strip mark step edges. Any new signage to offer improved access. | On going | School site technicians/ cleaners/ external companies. | Visually impaired people feel safe in school grounds. New signage improved access. |
| All schools | Ensure all disabled pupils can be safely evacuated. | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical difficulties. Develop a system to ensure all staff are aware of their responsibilities. | Asrequired Each Sept | Welfare Coordinator/ HT/leaders | All disabled pupils and staff working alongside are safe in the event of a fire. |
| All schools. | Ensure accessibility to IT equipment. | Alternative equipment in place to ensure access to all devices. | On-going and as required | Class teachers and IT partners. | Hardware and software review, repair/replace and available to meet the needs of children as appropriate |
| All schools | Where required, ensure hearing equipment in classrooms to support any children with hearing impairment. | Seek support from LA hearing-impaired unit on the appropriate equipment should this be necessary. | Ongoing | Class teacher & Welfare Coordinator. | All children have access to the equipment. |

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| | All fire escape routes are suitable for all. | Make sure all areas of school can have wheelchair access Doors routes visual check. | On-going and as required and as appropriate Weekly | All | All disabled staff, pupils and visitors able to have safe independent access routes |
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Aim: To improve communication with all stakeholders

(to the best of the Trust/School's ability, within a reasonable timeframe).

| Location | Targets | Strategies | Time- scale | Responsibility | Success Criteria |
|----------|--|---|--|---|---|
| All | Review and evaluate information to parents/ carers to ensure it is accessible. | <p>Provide information and letters in clear print in "simple" English.</p> <p>School office will support and help parents/ carers to access information and complete school forms.</p> <p>Ensure website reflects a number of accessible documents.</p> | <p>On-going</p> <p>On-going</p> <p>Spring 26</p> | <p>Headteacher /leaders/ Secretary</p> <p>Vice CEO – for reviewed website</p> | All parents receive information in a form that they can access. |
| | Improve the delivery of information in writing in an appropriate format. | Provide suitably enlarged, clear print for pupils with a visual impairment. | As required | HT /leaders/ secretary | Children with visual impairment can access appropriate documentation. |
| | Ensure all staff are aware of guidance on accessible formats. | Guidance to staff on dyslexia and accessible information. | On-going | Trust SENDs Leader/ Welfare Coordinators/ class teacher. | Staff produce information to meet the needs of children with additional need. |

| Location | Targets | Strategies | Time- scale | Responsibility | Success Criteria |
|-------------|---|---|-------------|------------------------------|--|
| All schools | Languages other than English to be visible in school as required. | Some welcome signs to be multi-lingual as required. | Summer 26 | All | Improved confidence of parents to access information on their child's education. |
| | Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems. | Access to translators (ipads), sign language interpreters to be considered and offered if possible. School to welcome teacher of the deaf to present support to staff. | As required | School Welfare Coordinators. | Pupils and/or parents feel supported and included |
| | Provide information in simple language, symbols, large print for prospective pupils or prospective parents/ carers who may have difficulty with standard form of printed information. | Offer large print copies (on alternative colour – if necessary) for parents who require this. | As required | School Welfare Coordinators | All can access information about each school. |