



Tetney Primary School

Accessibility Plan

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1. Aim

Tetney Primary School has a statutory duty to meet its obligations as set out within the Equality Act 2010 to carry out accessibility planning for disabled pupils.

The plan is aimed at:

- 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; and
- improving the availability of accessible information to disabled pupils.

2. Definition

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

3. School Principles

The school recognises its responsibilities:

- not to discriminate against disabled pupils in any way, including in terms of admissions, exclusions and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website. We understand that the LA may monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

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.

We value parents' knowledge of their child's disability and recognise the potential effects a disability can have on a child's ability to carry out normal activities, whilst also respecting the parent's and child's right to confidentiality. In performing their duties, governors and staff will have regard to the SEND Code of Practice 2014.

Our procedures and facilities are continuously monitored, as individual circumstances can change and new pupils can join us throughout the year. When a pupil's disability might prevent access to the curriculum or any other aspect of school life, we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we have (or could, should the need not yet have arisen) achieve this are:

- providing pupils who have physical disabilities with appropriately adapted or different activities within PE
- providing opportunities for individual additional support within and outside the classroom
- liaising with trip providers to ensure inclusion of all pupils
- provision of assistive technology
- use of communication symbol systems e.g. Makaton, PECS
- providing tables of the appropriate height to allow wheelchair access
- reorganising classroom layout to improve pupil movement
- provision of coloured overlays or different colour tints for paper and exercise books.

We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school, such as attending age relevant after school clubs, leisure and cultural activities and educational visits.

4. Accessibility Plan

Tetney Primary 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 will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- 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 able-bodied pupils. This will cover teaching and learning and the wider curriculum, such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist **auxiliary 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, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Target	Actions	Person/s responsible	Timeframe	Success criteria
Improve access to physical environment for pupils with disability	Intimate care plans in place where necessary	SENDCo	Ongoing	Physical aids and reasonable adjustments in place Plans shared with all staff involved and updated when required
	Risk assessments for individual children in place where necessary	SENDCo/SLT	Ongoing	Reasonable adjustments in place Plans shared with all staff involved and updated when required
	When budget planning, consider using Capital funding to improve accessibility around school	Bursar/Headteacher	Ongoing	All classrooms accessible for disabled pupils/parents/staff and classroom set up to best support pupils with any disabilities
Increase access to the curriculum for pupils with a disability	Review curriculum to ensure disabled pupils can access PE and are represented in all curriculum areas	PE Lead/Subject Leads	July 24 and ongoing	Include disability sports in PE and representation in other subjects e.g. in teaching materials and class books
	Trips and visits accessible for all wherever possible	Class Teachers/EVC	February 24 and ongoing	Risk assessment template amended to include Equality Impact Assessment – consideration given to all protected groups
	Advice and support sought from external	SENDCo	Ongoing	Meetings with SENDCO and external agencies to discuss and understand

	agencies where necessary			children's individual needs. Staff informed of advice and new support put in place with plans updated as necessary
Improve delivery of written information to pupils with disabilities	Adapt resources where required e.g. coloured overlays/screen background	Class Teacher	Ongoing	All pupils able to access information delivered in way most appropriate to them
	Use of visual timetables/PECs for pupils where written alternatives inappropriate	Class Teacher	Ongoing	All pupils able to access information in format most appropriate for them
	Makaton training for key members of staff	SENDCo/SLT	Ongoing	Makaton used to support hearing impaired children