TILERY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2023 - 2025

Ratified by the Safeguarding Committee Date: Spring 23

Signed by Chair of Governors Date: Spring 23

To be reviewed: Spring 2025

Introduction

Tilery Primary School caters for pupils aged 2 – 11 years old. We have an ethos that promotes tolerance and inclusion.
We are committed to providing a fully accessible curriculum and environment, which values and includes all children and enables them to achieve their potential regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

The Accessibility Plan contains relevant actions to

- increase access to the curriculum for pupils with disabilities,
- improve access to the physical environment of the school for pupils, staff, parents and visitors with disabilities and
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

This Accessibility Plan should be read in conjunction with the following policies and documents:

- Teaching and Learning
- Single Equality Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Needs policy
- Equality and Diversity Policy

Access and Tilery Policy and Procedures

The Equality Act 2010, replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. We adhere to the Equality Act throughout all of our policies and practice to ensure that students access learning and the school environment.
Tilery, is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum through expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools' visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Continually improving the physical environment of our school adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve and maintain 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 within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts or timetables providing information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe

Definition of a Disability

The definition of disability under the law is a wide one. A disabled person is someone who has a:

Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

The definition includes, but is not exclusive to, people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus. Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia, Arthritis and HIV are some, but not all, of the medical conditions deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. As a school, we are aware that there are many hidden disabilities which can have an effect on people's lives. If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school in Stockton has disabled pupils, staff members and service users.

TILERY PRIMARY SCHOOL – ACCESSIBILTY PLAN 2023 - 2024

	Targets	Strategies	Intended Outcomes	Timeframe & responsibility	Monitoring
Curriculum	To ensure that the curriculum is differentiated appropriately to take account of the learning or disability needs of individual pupils.	Staff differentiate learning activities and provide concrete apparatus and resources to support learning when required.	All children have access to the full curriculum, which is matched and adapted to their needs as required.	On-going All staff	SLT to check for differentiation when monitoring T&L. Lesson observations, scrutiny of children's work.
Curriculum	To respond to individual and group needs as identified particularly when a child is diagnosed with specific need or disability.	Use LA guidelines for pupils with different SEND. Use information and advice from relevant agencies. All SEND pupils have support plans. Pupils with disability or health needs have health care plans. Source appropriate CPD for staff. Follow SEN COP 0-25.	Equal access to the curriculum for pupils with SEND or medical needs.	On-going in response to need. SENCo & LT.	SLT and teachers monitor pupil progress termly at pupil progress meetings and during SLT monitoring and moderation meetings. Termly monitoring of SEND Support plans.
Curriculum	To make sure that newly appointed staff are aware of disability equality requirements.	Reference to SEND in handbook, which is given to newly appointed staff. ECTs to attend relevant training as part of teacher induction.	Familiarity with implications of the disability legislation.	On-going SENCo Admin team	Monitoring of SEND support plans and health care plans will ensure all staff are following procedures.

Curriculum	To ensure pupils with SEND have the same opportunity to access extra-curricular and out of school activities.	Monitor groups of pupils who attend extra-curricular and out of school activities to check the representation of pupils with SEND.	Inclusive participation in extra-curricular and out of school activities.	On-going SENCo Pastoral support Team (PST)	Participation of children with SEND taking part in extra-curricular activities monitored by SENCO and PST.
Curriculum	To ensure smooth transition of pupils with SEND from primary to secondary school.	LT, SENCo and other relevant staff identify pupils who will benefit from enhanced transition then plan and work with secondary schools to implement individual transition plans.	Pupils' needs are understood in advance of transfer by key staff in secondary school and appropriate resources are in place to meet them.	On-going AHT for T&L SENCo Y6 staff PST	The LA monitors transition procedures School follow LA procedures to RAG children and plan transition accordingly.
Curriculum	To improve staff knowledge and skills to support pupils with SEND needs. To ensure that staff training needs are met so that they can respond to the needs of individuals and groups of pupils with SEND.	Training for classroom staff in specific area of SEND e.g. supporting pupils with short-term memory difficulties. Regularly review professional development needs in relation to our pupils' disabilities. Use Stockton's online professional development resource to access appropriate courses. Staff take some responsibility for identifying their own CPD needs. Continue to access LA training for teachers and support staff for a range of disabilities.	Staff become more skilled to identify and support pupils with SEND. Improved provision for pupils. Teachers and support staff are more able to meet the needs of pupils with SEN & disabilities.	Whole staff training annually – SENCo. On-going individual CPD in response to staff requirements – individual staff and SLT.	CPD is monitored by SLT and shared with governors at termly full GB meetings.

	Targets	Strategies	Outcome	Timeframe & responsibility	Monitoring
Environment	To respond as required to the needs of pupils with disabilities on admission and to the needs existing pupils if a disability is identified at any time after admission.	Make reasonable adjustments to meet the needs of individuals with a disability. All staff are aware of 'duty of care'. Staff assess and write risk assessments when needed.	Access meets the needs of all pupils.	On-going in response to need SENCo	Suitability of classroom environment evaluated by staff and any concerns or adaptations required reported to SLT. Risk assessments monitored by SLT.
Environment	To ensure that the physical environment of the school and site are fully accessible and safe for all pupils, staff and the school community.	Monitor the site to ensure it stays safe for the whole school community.	Access meets the needs of all members of the school community. Any health and safety issues are quickly identified, reported and acted upon.	On-going in response to need. Resources Committee. Leadership Team.	Site manager monitors site as part of regular daily duties. Annual check of the site by a Stockton health and safety officer.
Environment	To consider implications for disabled people when planning any new building work or refurbishment including access, lighting, acoustics, audio systems etc.	All refurbishments, new builds and extensions comply with the DDA and current accessibility building regulations.	Access meets the needs of all members of the school community. Improved environment.	On-going. SSC LT	Increased access to all areas of school. Resources committee monitor adaptations to the site and minutes of meetings shared with all governors.

	Targets	Strategies	Outcome	Timeframe & responsibility	Monitoring
Communication	To provide written material in alternative formats for pupils.	Adapt materials as required for identified pupils e.g. text readers, large print, printed on coloured paper, use of overlays.	Availability of written material in alternative formats for pupils if required.	On-going as required.	Monitored by SLT and LT as part of ongoing monitoring of teaching and learning i.e. lesson planning, individual support plans, work scrutiny.
Communication	To communicate effectively with all pupils.	Adapt teaching and learning to meet the needs of pupils e.g. seating plan for pupils with a hearing impairment, use of radio hearing aids. Awareness of communication difficulties for pupils with an ASD.	Teaching meets the communication needs of all pupils.	On-going as required.	Monitored by SENCo and LT as part of ongoing monitoring of SEN Support pans and health care plans.
Communication	To seek local authority support when required to communicate effectively with all parents.	Assess the necessity for communications to be provided in a different language/format during the admission process. When possible deliver essential information for parents in alternative ways.	Essential communications with parents available in suitable formats if requested	On-going as required.	Pupil and family support workers and administration staff report to SLT if a parent requests information in a different format during the admission process.