

DATE: 8th May 2026

Accessibility Plan

Tanworth-in-Arden CofE Primary



1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Tanworth-in-Arden CofE Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Christian Mission statement is based on John 10:10, 'I have come that they may have life, and have it to the full.'

Living life to full in God's family at Tanworth is about ensuring that all children, staff and parents have the opportunities to experience life in its fulness, regardless of their background or need.

Our core four values are community, hope, dignity and wisdom. We aim to ensure that equality and inclusion are at the forefront as we strive to create a sense of dignity and hope for all who are part of our community.

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

Tanworth-in-Arden CofE Primary School also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Strategy 1

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
 - Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
 - All departments to ensure that schemes of work have clear differentiation included
 - SENCO to work closely with teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with SENCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for disabled pupils to co-curricular activities and school visits.
 - Risk assessment and planning of trips to include accessibility references
 - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
3. Ensure that all pupils feel supported and included within the school.

Strategy 2

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:
 - Provide more designated disabled parking spaces
 - Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access
2. Lighting
 - Provide adequate lighting in all areas of the school environment
3. Toilets
 - To have sufficient disabled toilets available along with appropriate hand washing facilities.
4. Lifts
 - Lifts to be provided in all new buildings

Strategy 3

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for</p>	<p>Assess staff training requirements</p> <p>Audit participation in extra-curricular activities and identify any barriers</p> <p>Ensure school activities are accessible to all students</p> <p>Investigate TA flexibility to cover extra-curricular activities if needed</p> <p>Seek advice from IDS re alternative accessible venues for residential trips</p>	<p>Ensure disability awareness is taught effectively.</p> <p>Provide opportunities for organisations to talk to pupils</p> <p>Regularly review other areas of the curriculum- PE, DT etc. and as policies are updated, ensure they include equality statement</p> <p>Review of Jigsaw Curriculum resources</p>	SENCo/ Leadership team	As per monitoring schedule	Leadership Team, through lesson observations, SENCo through monitoring

	<p>pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes: Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height</p>	<p>Ensure stairs are kept clear and that the visibility strips are regularly cleaned/painted/refreshed</p> <p>Ensure stair lift is checked regularly</p> <p>Review personal evacuation plans Identify needs of individuals when allocating classroom</p> <p>Ensure familiarity with evacuation procedures</p>	<p>Audit classroom provision of reasonable adjustments and feedback at staff meeting. Report to SEND governor.</p>	<p>SENCO, Headteacher, Site Team</p>	<p>½ termly checks</p>	<p>Assessment of PEEPS as part of Evacuation plans</p> <p>Audit reports of school site</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	<p>Large print and audio formats etc. as required.</p> <p>Monitor uptake of documents in alternative formats</p> <p>Homework information available as information</p>	<p>Review accessibility of newsletter and letters for parents</p>	<p>SENCo, Headteacher, Class Teachers</p>	<p>Ongoing</p>	<p>Audit of school site, Monitoring by SENCo</p>

	<ul style="list-style-type: none"> • Pictorial or symbolic representations 	sheets in alternative formats as appropriate SATs modification as appropriate Use of Communicate in Print software				
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6. Monitoring arrangements

This document will be reviewed every two years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

7. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				