



TANY'S DELL ACCESSIBILITY PLAN

January 2026

Review date: October 2027

Accessibility Plan

1 Policy Statement

- 1.1 The Equality Act 2010 requires Tany's Dell Primary School to publish an Accessibility plan in respect of the school. The plan must cover the Trust's actions to improve accessibility in 3 key areas:
- increased access to the curriculum for pupils with learning differences and disabilities;
 - improvements to the physical environment to increase access to education and associated services at the academies for pupils learning differences and disabilities; and
 - improvements in the provision of information for pupils with learning differences and disabilities where it is provided in writing for non-disabled recipients.
- 1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

3 Accessibility Plans

The template strategic accessibility plan for Tany's Dell Primary School is set out in Annex A. The school is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the Tany's Dell Primary School's website.

1.0 - Planning Duty 1 - Curriculum

Curriculum

Increasing access to the curriculum:

Current Position and Good Practice: · The school is well-equipped with a range of learning aids and specific equipment (where required) · There is a strong emphasis on CPD for all staff around all areas of Inclusion (SEND, Vulnerable Groups, and Equalities). · Signing is used to support learning; · The Inclusion Team supports a range of vulnerable pupils and their families; · There is a clear, strong process for early communication regarding any disability or health condition for new admissions to the school. · The outside play areas are flat and almost completely accessible to wheelchair users; · There is a disabled toilet and two fully accessible classrooms; Maximise inclusion and the feeling of inclusion for all children and young people with SEND in their educational setting. This covers curriculum content and adaptations, 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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority targets	Action/Strategies	Responsible person	Timescale	Success criteria/outcomes
Short term	Liaise with feeder providers to review potential new pupils	Access relevant support and strategies as part of the admission process	HT/DHT/SENCO phase leader	ongoing throughout the year	All staff are aware of potential SEND needs and arrangements to support are in place.
	Review statutory policies to ensure they reflect inclusive practice	Comply with the Equality Act 2010	HT/DT/SENCO phase leaders	ongoing	All policies clearly reflect inclusive practice and procedure.
	Establish close liaisons with outside agencies for pupils with ongoing health needs	Ensure collaboration between key staff	Family support HT/DT/Teaching team	ongoing	Clear collaborative working approach
	Establish close relations with parents and re-establish a shared approach to ensuring that the wishes and feelings of children, young people and their families are at the heart of service	Ensure collaboration between schools and families	ongoing	ongoing	Clear collaborative working approach. Questionnaires Family support worker
	Train staff who will be directly involved with pupil. Staff knowledgeable about presenting disability and able to plan and deliver the appropriate provision. In response to need. SLT. Further engagement of parents	Introductory meetings in the autumn term. Half Termly Inclusion Drop Ins, Half Termly Inclusion Workshops. Inclusion Lead a visible presence across the school		ongoing	
	To ensure teachers/TA.'s have necessary training to teach and support pupils with a disability. Identify training need as pupils present with specific disabilities.	Identify training need as pupils present with specific disabilities. Train staff who will be directly involved with pupil.	staff knowledgeable about presenting disability and able to plan and deliver the appropriate provision.	Ongoing	Clear collaborative working approach

2.0 - Planning Duty 2- Physical Environment

Environment

Improvements to the physical environment (includes the building and outside areas on site) to increase the extent to which disabled pupils can take advantage of education and associated services

	Priority	Action	Responsible person	Timescale	Outcome/impact
Short Term	Improve physical environment of school environment	Take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site/premises (improved lighting access lighting, colour schemes and more accessible facilities/fittings. Update furniture to reflect the pupils growing needs.	HT/DT/SMT Site services	Ongoing	Needs being met where possible. Adjustments being made to accommodate difference. Classes show a range of furniture sizes and chairs to accommodate range of needs. Clear pathways developed
	Improve movement around school	Install full function lift to accommodate dual level school	HT	April 2025	All community members able to move across school building independently
	Ensure visually stimulating environments for all children whilst being mindful; to the needs of children on the autistic spectrum.	Colourful informative and creative displays used to establish purposeful learning environments, considering the needs of pupils (spaces around the interactive boards, children with other needs (coloured backgrounds) Address any over stimulation of areas where children are required to focus (around the interactive board)	All staff	ongoing	Positive learning environment established and maintained. Where children find the learning environment over stimulating a space within their learning areas is offered for calming and self-regulation.
	Ensuring all with a disability are able to be involved.	Create access plans for all pupils as part of the Graduated approach. Undertake survey of staff and governors to ascertain access needs and make sure they are met throughout the school. Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. Liaise closely with stakeholders to ensure that their access needs are met in all instances. Hearing loops in classrooms to support pupils with a hearing impairment	All staff	With immediate effect to be constantly reviewed	Establishing needs Parents have full access to all areas of school. Access to Work Information in Staff Handbook and on staffroom notice board. Volunteers are aware of needs of SEND children at all times
	Ensure that medical needs of all pupils are met fully within the capability of the school	Conduct parent/ carer interview as part of the pre-admissions process: liaise with external stakeholders identify staff training needs and establish individual protocols where needed	Whole school team	With immediate effect to be constantly reviewed	Health/family are responsible for providing up to date and relevant medical information and advice Ensure care plans are devised in collaboration with health
	Ensure that self-care and toileting needs can be accommodated	Update disabled toilet area to accommodate hoist and table plus cleaning equipment	Headteacher/ SENCO	April 2025	

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	Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation, especially with children with disabilities. Wheelchair users must not be in a classroom where the emergency exits are down steps	Whole school team	With immediate effect to be constantly reviewed	
	Priority	Action	Responsible person	Timescale	Outcome/impact
Medium term	Ensure safe access around the interior of the school.	Consideration to be given to any changes to classroom furniture layout. Ensuring a wheelchair friendly route is maintained. Planned building changes to incorporate appropriate flooring surface and colour choices - including colour contrast to accommodate children with visual impairments/dyslexia/ASD	HT/DT/SMT Site services	Ongoing	All members of the school community have free access All members of the wider community supported and considered to have free access
	Improve community links	Continue to build strong links in the community: <ul style="list-style-type: none"> • Church • Family support hubs • Secondary schools 	HT/DT/SMT	Ongoing	Improved awareness of school Improved community cohesion
	Priority	Action	Responsible person	Timescale	Outcome/impact
Long term	To create an alternate front entrance giving wheelchair access to the Admin corridor and dining room	CIF bid to take account of improved planning for wheelchair access	HT	July 2024	Existing Plans to replace double glazing at front of school to include the need for additional wheelchair access requirement.
	To adapt the lounge entrance for wheelchair access, without the need for using a ramp.	Health and Safety audit – identifies further plans for wheelchair access	Local Governor / Site Manager	July 2025	Wheelchair users will be able to easily access the building via the lounge entrance.
	Continue to develop outdoor spaces and facilities	Look for appropriate funding options. Review, update and evaluate the annual cycle of premises maintenance schedule	HT/DT/SMT Whole school approach HT/site services	Ongoing	Safe/ Engaging environment
	Ensure driveway roads and paths around school are as safe as possible	Ensure the 'Premise's maintenance' schedule is used by all staff to highlight areas of development or repair	All staff	ongoing	No accidents

3.0 - Planning Duty 3 - Information

Ensuring the availability of information to disabled pupils and their families

	Priority	Action	Responsible person	Timescale	Outcome/impact
Short term	Ensure all children have access to the full curriculum	Regular communications with parents/carers Individualised multi-sensory teaching strategies used where appropriate	Whole school Class teachers	ongoing	All children fully engaged in the school curriculum
	Improved access to written information for pupils, parents and carers	Ensure that all information is available in a range of: Fonts Sizes Languages Easy to read	Whole school Family support Class teachers	ongoing	Access to written information improved for all
	All displays to be visually accessible to all	Monitor regularly and feed back to teachers as appropriate	Display Co-ordinator	ongoing	Displays take into consideration the needs of all pupils – particularly regarding size of print and height of actual display
	To ensure pupils with dyslexia can access displays / information	Paper / PowerPoint slides take into consideration the needs of dyslexic pupils (e.g. colours / overlays etc)	All staff	ongoing	Dyslexic pupils are offered coloured paper to work on, coloured overlays for books. Teachers fill background colours on IT screen displays.
	To provide information in an accessible format for pupils and parents who have difficulty with standard forms of printed information.	Ensure information presented in an accessible way for all (large print, translated, braille, orally).	All pupils and parents kept fully informed. All the time	As and when required.	All staff
	To ensure that parents or family members who are unable to attend school because of a disability, have access to key events (Parents evening, secret reader, end of topic, parent workshops etc.).	Events can also be hosted remotely over TEAMS. All workshops were recorded and uploaded for parents to access.	All parents are informed of pupils' progress and have the opportunity to support them with their learning.		
	Priority	Action	Responsible person	Timescale	Outcome/impact

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SEND

Increase the extent to which children and young people with SEND can participate in learning in all educational settings

Part of the SEND action plan is developing new approaches to early intervention so that children with SEND are supported to remain in mainstream classes where this is appropriate. A strong focus for SEND work is promoting independence and strengthening transition for children and young people with SEND through school phases and into adulthood.

	Priority	Action	Responsible person	Timescale	Outcome/impact
Short term	Making use of the skills and capacity in special schools and specialist resource provisions to provide expert outreach support to education provider	Communicate with specialist provisions, e.g. Harlowfields, GROW New Rush Hall Cluster groups	SENCO SEMH staff	ongoing	Share good practice
	Quality assure the educational offer in all specialist resourced provisions, ensuring appropriate challenge and support where necessary.	Head of HI to Audit HI provision complete quality standards	HI staff	End of Summer 1 2021	High quality provision ensuring all children have full access to provision base and the wider school community
	Developing specialist education places that are the first choice of children, young people and families,	HI: identify needs so that needs can be met locally, maximizing independence and ensuring	HI staff	Ongoing	The enhanced provision is full
Medium Term	Establish and monitor the impact of local protocols for managed moves and part-time timetables with the aim of enabling every child or young person to successfully participate in education	Research managed moves	SENCO	Ongoing	Ensure best possible provision for all children
	Develop a learning and development program to upskill professionals working in school supporting children and young people with SEND	HI beginners club Supporting ASD training Trauma Perception training	SLT	ongoing	CPD opportunities are offered to all appropriate staff – Staff acquire skills

Tany's Dell Primary School is committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, where this can be reasonably achieved, regardless of their physical, sensory, social, spiritual, emotional and cultural needs. The school has a culture of support and inclusiveness

The accessibility action plan has been produced by Tany's Dell Primary School in consultation with parents, young people and children, specialist advisors. The action plan sets out how we plan to: This plan has been produced by drawing on several recent consultations with parents, young people and children. This document sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- improve the availability of accessible information to disabled pupils and their families

The Accessibility Plan will be published on the school website.