



Tany's Dell Primary School



Accessibility Strategy Action Plan 2024 - 2027

Vision

Tany's Dell Primary School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- ensuring that the rights of pupils with disabilities are upheld
- supporting the aims and aspirations of pupils with a disability
- improving access to information, curriculum and the environment
- creating a positive attitude towards disability and challenge negative perceptions
- developing a culture of awareness, acceptance and inclusion
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It is recognised that many of these steps will benefit all school users.

Disability

Disability is defined in law as a physical or mental impairment that has a substantial and long-term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

www.gov.uk/definition-of-disability-under-equality-act-2010

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. Definition of special educational needs In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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. Schools are required under the Equality Act 2010 to have an accessibility plan.

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 | 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 |
| | Install full function lift to accommodate dual level school | HT | April 2025 | All community members able to move across school building independently |
| | 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. |
| | 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 |
| | 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 |
| | 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 |

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 polices 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 reestablish 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 |

| | Priority targets | Action/Strategies | Responsible person | Timescale | Success criteria/outcomes |
|-------------|---|--|--|-----------------------------|--|
| Medium Term | Review evaluate attainment | <ul style="list-style-type: none"> Graduated approach Teacher termly meetings Updating of pupils' One Plans Annual review meetings EHCP and learning Journeys and all about me tasks completed Person on the week Records of achievement Assessment system Regular Liaison with parents and carers and outside agencies (CLA.) | HT/DT/SENCO phase leader | ongoing throughout the year | Progress made towards targets. Provision map showing clear steps and progress made |
| | Monitor attainment of pupil premium, gifted and talented and low ability pupils | <ul style="list-style-type: none"> Booster groups Intervention programs to support pupils in literacy numeracy semh and sensory sensitivities | | ongoing | All pupils make proportionate progress. |
| | Promote the involvement of all pupils in the classroom and beyond Take into account a variety of learning styles when teaching | <p>The school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> Screen magnifier software Features to aid disabled users in using keyboards and other tools Alternatives to enable pupils to participate successfully in lessons. LSA directly linked to individuals for support deploying staff effectively to provide flexible support and facilitate independent learning | Whole school approach | ongoing | Variety of learning styles and multi media sensory activities evident in lesson planning and in the classrooms Ensuring the needs of all disabled pupils, parents and staff are represented within the school |
| | Curriculum resources include examples of people with disabilities | <p>Subject Leaders include list of key people for their given area ensuring people with disabilities are included.</p> <p>Subject leaders draw staff and pupil attention towards key people with disabilities within their subject.</p> | Resources across all subjects reflect all types of disabilities. | | ongoing |
| | Appropriate use of specialised equipment to | Equipment and resources available to support pupils (reasonable adjustments) as and when required: | Pupils have access to appropriate | | As and when required |

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| benefit individual pupils and staff (on an individual needs basis). | Ipads Sloping boards Coloured overlays or paper Sit N Move Wobble Cushions Weighted Blankets Pencil Grips PECS, visual timetable, widgit | equipment to support their learning and remove any barriers. | | |
| Ensure our 'Local offer' fully reflects the policies, procedures and standard practice of the school | Comply with government requests that every school outlines their 'local offer' on their school website. (sept 2014) | ongoing | ongoing | All stakeholders are fully informed of the 'local offer' and it is regularly updated. |
| To ensure that all children can participate in the school curriculum. | <p>Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS</p> <p>Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources</p> <p>Using a graduated response when meeting the needs of children and young people with SEND, using the 'assess, plan, do, review' cycle to inform this involving children and young people and their families in the review of individual plans regarding curriculum access</p> <ul style="list-style-type: none"> • Specialist services • Fully differentiated curriculum • Range of support staff Multimedia activities • Use of ICT equipment. • Sensory regulation aids <p>Specific equipment sourced (OT SLT) using auxiliary aids effectively to ensure children and young people can be included in the curriculum, such as coloured overlays, pen grips, adapted physical education equipment, adapted keyboards and computer software</p> | Family support EYFS HT/DT/ Teaching team | ongoing | <p>Early identification form completed.</p> <p>Advice taken.</p> <p>Strategies on One Plans</p> <p>Evident in classroom practice</p> <p>All pupil supported and accessing the school curriculum</p> |
| To ensure all staff are confident at making reasonable adjustments to ensure all children in their class fully access all learning experiences. | <p>Prioritising and monitoring staff planning for children and young people with SEND</p> <p>Up-date staff training regularly on; Asthma Epilepsy Diabetes Autism Hearing Impairment Cystic Fibrosis, Sickle Cell. Arrange training as soon as possible prior to any child joining the school with a specific medical condition.</p> | trainers for specialist areas or delivered in house by SENCO | Whole school | All pupils will have access to the full curriculum |
| To ensure all specialist equipment is fit for purpose | Audit specialist equipment. Replace and up -grade as appropriate | All classes including Base Camp & Rainbow | ongoing | Fully access with no dips in technological engagements. |

| | Priority targets | Action/Strategies | Responsible person | Timescale | Success criteria/outcomes |
|-----------|---|--|---|---------------------|--|
| Long term | Evaluate and review short- and medium-term target on a termly basis | using a graduated response when meeting the needs of children and young people with SEND, using the 'assess, plan, do, review' cycle to inform this | HT/DT/ class teachers HI TOD governors | Annually Termly | All children making 'good' progress |
| | Think creatively about how children and young people with SEND can be involved in activities, trips and residential stays | Ensure all children have full access to trips and educational events | Whole school | Ongoing | Full access for all |
| | Deliver finding to the Governing Body | Finance and Premises and Teaching and Learning meeting to receive regular updates and annual evaluations of the Accessibility Plan | HT/DT/ governors | Governors' meetings | Governors fully informed about SEND provision and progress |
| | Upskill staff and build capacity | providing staff with the opportunity for regular and updated training relating to additional needs, such as a program of training available for learning support assistants and for teachers | | | Staff involved in a program of training both in house and with a variety of agencies such as SEND services. National college |

Information, Communication and Signage

Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

| | 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 (eg 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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|--------------------|---|---|---|----------------------------|--|
| Medium term | <p>Review every child's records to ensure schools awareness of any change in need</p> | <p>Health care plans Medicine records Annual reviews/ one plan meeting EHCPs updated regularly as per whole school calendar</p> | <p>Whole school Family support Class teachers</p> | <p>Ongoing as required</p> | <p>Up-to-date responses to support all children's growing needs</p> |
| | <p>Whole community to access Sign of the week</p> | <p>Sign of the Week Posters to be updated weekly: Strategically placed around the school and emailed to teachers weekly</p> | <p>Teachers of the Deaf</p> | <p>ongoing</p> | <p>SOW Posters up all around the school. Pupils practice the sign independently. Previous posters are kept in a class book for reference, further practice and revision.</p> |
| | <p>Ensure website is accessible for all</p> | <p>School community to contribute to website</p> | <p>Website is accessible</p> | | <p>SLT</p> |

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, eg 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.

Tany's Dell Accessibility Plan should be read in conjunction with the following school policies: • SEND policy and information report • Teaching and Learning policy • Behaviour policy • School improvement plan • Equalities • Health and Safety • Administering medicine policy • Positive behaviour policy

People who have contributed to this plan

| Name | Role |
|---------------------|---|
| Dean Beaumont | Headteacher |
| | Parent |
| | SEND governor |
| Lisa Gadd | SENCO |
| | Representatives of pupils who experience SEND |
| Plan to be reviewed | June 2027 |