

# Tynsel Parkes CE Primary Academy

## Accessibility Plan January 2024



**The plan below is specific to Tynsel Parkes CE Primary Academy.**

### **Aims of the Accessibility Plan**

At Tynsel Parkes CE Primary Academy we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Under the Education and Inspections Act 2006:

- We welcome our duty to promote community cohesion.

We are committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors regardless of their age, 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.

As a school, we formulate specific and measurable equality objectives. These are kept under review and progress reported annually.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion ensuring that all learners, including those with Special Education Needs, and disabilities, make expected or better than expected progress.
- Improve 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.
- 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 the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist 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, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Target	Who	Actions	Timescale	Outcomes / Success Criteria
<b>Equality and Inclusion</b>				
Continue to raise awareness of equality and disability issues.	Principal/SENCO	Discuss the perception of issues with stakeholders to determine the current status of the school. Provide training for governors, staff, pupils and parents relating to all pupils	Annually during the Autumn Term.	Adherence to current legislation. All stakeholders are aware of their responsibilities. Staff have awareness of specific disabilities and care required through care plans. All areas of school are made accessible to all.
Intervention training for support staff	SENCO	Staff have the necessary training to support delivering interventions for specific areas of need. Training to be outlined in the Academy Development Plan.	Training audit carried out in September.	Support staff able to work with increased knowledge and provide appropriate resources for pupils
Training for teachers on differentiating the curriculum for disabled children as required.	SENCO / PE lead	<p>Disabled learners participate in all lessons alongside their more able peers.</p> <p>Planning is adapted to ensure specific needs are met.</p> <p>Seek advice from appropriate outside agencies e.g. Visual Impairment Team / Physio/ Occupational Therapists.</p> <p>Teaching staff work with a PE specialist to enhance their delivery of the PE curriculum.</p>	Ongoing	Teachers can more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.
Staff trained to meet individual medical needs of pupils where applicable.	SENCO	Staff to take part in medical training for specific individual needs.	Ongoing	Staff completed training for specific needs and have an understanding of how to manage the need.

## Access to the Physical Environment – action plan

Target	Who	Actions	Timescale	Outcomes / Success Criteria
Continue to ensure corridors are always clear of clutter and doorways are not blocked.	Principal / Health and Safety Manager.	Regular premises walks. Staff to ensure corridors are clutter free and safe.	Ongoing	Movement through the school is easy for all children, staff and visitors. Corridors are wheelchair accessible at all times.
Classrooms and curriculum are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Principal	Review the needs of children with specific issues and provide all relevant training. Reinforce inclusive expectations within classrooms. Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example, Visual computer aids. Curriculum resources to include examples of people with disabilities.	Ongoing	All staff are trained and confident with issues linked to accessibility and inclusivity with regard to accessing the curriculum.
Fire emergency evacuation plan in place Risk assessments in place for individual pupils with disabilities	Principal Class teachers SENCO Admin Team	Weekly checks of fire alarms Annual review of fire emergency evacuation plan- shared with staff and in the induction pack Fire drills are well executed and timely. All follow up actions are addressed	Ongoing	All emergency evacuation systems are in place and checked regularly
School environment is reviewed to ensure it is accessible for all.	Principal Health and Safety Manager	Carry out regular checks of the school environment. Monitor this regularly and monitor if new staff/children join with a specific accessibility requirement.	Ongoing	School environment is physically accessible to all.

## Access to Information – action plan

Target	Who	Actions	Timescale	Outcomes / Success Criteria
<p>Understand the needs of pupils and parents with a disability ensure information is available in relevant formats</p> <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>SENCO / Principal/ Office staff</p>	<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats</p> <p>Availability of other written material in alternative formats also.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats. The school will be able to provide written information in different formats when required for individual purposes.</p>	<p>Ongoing</p>	<p>Pupils have access to the curriculum and parents will have access to information and all other school information in a format that meets their needs.</p>
<p>Availability of written material in alternative languages.</p>	<p>Principal / Office staff</p>	<p>The school will use information and translations provided by the EAL Team for key information for EAL families.</p>	<p>Ongoing</p>	<p>School information will be available in all languages.</p>