

Tilston Parochial CE Primary School

Bringing out the Best in Everyone.

'Encourage one another and build each other up.' Thessalonians 5:1



Tilston Parochial
CE Primary School

Accessibility Plan

Date of policy: February 2025
Review cycle: Every 3 years
Reviewed by: Kelsey Mort
Approved by: Achievement and Safeguarding Committee
Next review date: March 2028

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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

Our 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.

- ***Identify students with special educational needs and disabilities and ensure that their needs are met***
- ***Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school***
- ***To ensure that all learners make the best possible progress***
- ***To ensure every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability***
- ***To ensure all children will be helped to appreciate that they are members of the wider community in its richness and diversity***

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.

- ***Inclusive School (DfES 0774/2001)***
- ***SEN & Disability Act 2001***
- ***The SEN Revised Code of Practice 2014***
- ***The Disability Discrimination Act (amended for school 2001)***
- ***Code of Practice for Schools (Disability Rights Commission)***
- ***ISI Inspection***

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:

- **SEN Governor- Mrs. Sue Fryers**
- **Headteacher- Mrs. Kelsey Mort**
- **SEND Co-Ordinator- Mrs. Pam Edwards**
- **Business Manager- Mrs Tracy Weaver**

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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The key below identifies how we rate our provision and gives and identifies any areas for improvement.

Key:

Red: Indicates that there is no provision in place

Amber: Indicates that there is provision in place but requires improvement

Green: Indicates that there is adequate provision in place

Current Good Practice	Currently In Place	Self-Assessment Rating	Further Actions	Assessment After Actions in Place	Person Responsible Date
Increase Access to the curriculum for pupils with a disability					
<i>Our school offers a differentiated curriculum for all pupils.</i>		February 2025			
<i>How well does the school ensure participation in activities such as after school clubs, leisure and cultural activities, as well as out-of-school visits</i>	The school offers a wide variety of extracurricular activities daily which are changed half termly. The activities include a range of classes from class-based activities to competitive sports clubs.		No further action required		Kelsey Mort
<i>We use resources tailored to the needs of pupils who</i>	Upon entry to the school, pupils are required to		No further action required		SENDCO Mrs. P

<p><i>require support to access the curriculum.</i></p>	<p>complete a Data Pack which identifies any additional need the pupil may have, which the school can assess and put in place any necessary provision and interventions.</p> <p>Where the pupil is already in school, teachers are responsible for identifying any additional needs, and can signpost to the schools SENCo, ELSA or Speech & Language Therapist, or intervention groups as necessary.</p> <p>When joining the school, the Headteacher meets with parents to discuss additional needs. Any additional support or resources are implemented prior to the child starting at Tilston Primary.</p>		<p>No further action required</p>		<p>Edwards</p> <p>Headteacher- Mrs. K Mort</p>
<p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>All resources used positively display people with disabilities. Our curriculum is designed to promote equality and inclusion.</p>		<p>Ongoing</p>	<p>Annual-curriculum reviews</p> <p>Subject leaders are continually looking to develop the Tilston curriculum</p>	<p>All Teachers / TA</p>

<p><i>Curriculum progress is tracked for all pupil, including those with disability</i></p>	<p>Curriculum progression is tracked for all pupils, including those on our SEN register and with diagnosis and disability, using INSIGHT tracking system for all core and foundation subjects.</p> <p>Progress and attainment data is shared termly with the Achievement and Safeguarding Committee with a focus on vulnerable groups.</p>		<p>No further action required</p>		<p>SENCO</p>
<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>All pupils have academic targets set that are reviewed termly through pupil progress meetings.</p> <p>Pupils with additional needs have individual education/behaviour plans which are reviewed half termly.</p>				<p>SENCO Teachers/TAs</p>
<p><i>The curriculum is reviewed to ensure it meets the needs of all pupils</i></p>	<p>The curriculum is reviewed annually to ensure coverage and suitability for all pupils.</p>		<p>No further action required</p>		<p>K Mort Teachers</p>
<p><i>Arrangements are in place to ensure enhanced attendance and participation for all pupils</i></p>	<p>The Bursar contacts parents daily whose children are absent, and no reason is given.</p>		<p>Headteacher to meet with parents whose children have below average attendance (90%)</p>		<p>K Mort</p>

	The HT works with CWAC Education Welfare Officers to support families with attendance below the national average.		No further action required		
<i>Procedures are in place to ensure the school responds to pupils through the application of the SEN Code of practice.</i>	Procedures are in line with SEN code of practices. We adhere to all requirements of the code of practice 2014.				P Edwards
<i>Procedures are in place to ensure the use of external agencies to support / enhance pupils access to the curriculum.</i>	If a child requires any involvement from external agencies a referral will be made by the school SENCO. We follow the CWAC behaviour pathway regarding ASD and ADHD. Further to this the SENCO also make referrals to SALT, Autism Team, occupational health and Educational Psychologist agencies. This may come from a request from parents, teachers or other outside agencies.				P Edwards
<i>Staff have suitable training to meet the diverse abilities and disabilities of all pupils.</i>	The school has a budget which supports all staff to access appropriate training identified through staff appraisals, and through the schools Improvement Plan. Whole school training		Staff require further training in identifying additional needs and supporting children with ADHD/ODD, ASD and Dyslexia. Training will be delivered through staff		P Edwards/K Mort

	<p>regarding diverse abilities and disabilities is delivered during Inset Days and through professional development meetings.</p> <p>ADHD/ASD Awareness training was delivered on 21st February 2022 for all staff.</p>		meetings.		
<p><i>Procedures are in place to ensure that parents and carers see themselves as partners in their child's / children's Education.</i></p>	<p>The school has an open-door policy where parents can make an appointment to speak to teachers at any point through the year. Headteacher is available every morning at front of school. In addition, the school organises family worships to which parents are invited.</p> <p>The school holds two parent / teacher meetings where more formal feedback is given, as well as open evenings throughout the year.</p> <p>The school has a Parent Committee where parents have the opportunity to share ideas for future development and learn about school policies and procedures. An agenda is set termly</p>		To increase parent participation in events.		<p>Whole School Headteacher SENCO SLT</p>

	<p>An end of year report is produced in the Summer Term.</p> <p>Parents / Carers are invited to school activities / workshops regularly.</p> <p>Parent questionnaires are sent out bi-annually.</p>				
Improve and maintain access to the physical environment					
<i>The environment is adapted to the needs of pupils as required.</i>	<p>We have worked with the visual impairment team to ensure the environment is adapted to pupils with vision impairment.</p>		<p>We adapt learning environments to meet the needs of our learners.</p>		SENCO
<i>External Environment:</i>	<p>The school has recently created a staff car park and created two disabled parking spaces for parents and visitors.</p>				K Mort
	<p>The school has one playground and a large playing field. Playtimes are staggered to reduce numbers. A variety of equipment is available for all students currently at school</p>		<p>The playground environment would be assessed at the time to entry for a disabled pupil.</p> <p>Playground facilities will be improved once the car park is built.</p>		K Mort P Edwards

<i>Access To School Field</i>	Access to the school field is on one level and all children can access the area.				SENCO
<i>Internal</i>	The school is a single-story building; all doors and corridors are suitable for wheelchair access. All staff and visitor toilets are suitable for disabled access, as well as one pupil toilet. KS1 pupil toilets are within classroom areas and are again suitable for wheelchair use.		No further action is required.		K Mort
<i>Classrooms</i>	All classrooms can be accessed internally and externally if required.		Classroom access can sometimes be limited by coats/bags and other resources. Cloakroom floor areas should be clear of any obstructions.		Teachers
<i>Reception</i>	The main reception has a ramp for wheelchair users. The signing in system is situated by the main office and is suitable for adult wheelchair users.		Business manager to assist adults or children accessing the signing in system if required.		Business Manager
<i>Library shelves at wheelchair-accessible height</i>	100% of books are at an accessible height for wheelchair users.				K Mort

Access To Stage	The school has a stage for pupils to perform, which does not have ramp access.		Currently we do not have any pupils requiring special arrangements. Access would need to be organised to allow for access should we have a pupil in a wheelchair.		K Mort
Access To ICT Equipment	The school does not have an ICT suite. Classrooms use laptops which can be accessed. Laptops and I Pads are used in classrooms and available to all children.		No further action required.		K Mort
What is in place to ensure the acoustic environment is suitable for all.	Classrooms date back 150 years. The new hall was designed to ensure acoustics are suitable for all.		Continue to work with the sensory team to support children with a hearing impairment.		SENCO
What procedures are in place to ensure the management of the maintenance of lights, fire alarms are appropriate to those with hearing impairments.	Should the fire alarm go off, children with a hearing impairment are supported by staff. Emergency lighting is displayed in all classes.				K Mort P Edwards

Improve the delivery of information to pupils with a disability					
<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i>	Staff are aware of parents who have difficulty with literacy skills and all staff are always available to read through reports or information they may need to know.		Ideally more materials would be available, in different formats.		K Mort P Edwards
<i>What is in place for those who have English as an additional language or other communication impairments?</i>	The school website has a translator tab that translates all information into most languages.		We currently do not have a need but will continue to develop this area to support all families.		K Mort
<i>What has the school put in place to ensure that communication to our community is inclusive</i>	<p>Communication to our community is mainly via our website which offers a translator tab that creates an audio version of information.</p> <p>We regularly tweet updates, news and good practice both visually through photographs, through small video clips and in writing.</p> <p>Our website has a link to The Local Offer, which links our community to public services available.</p>		No further action required		K Mort
<i>What is in place to ensure that those parents who require assistance accessing information receive it.</i>	Staff are aware of parents who have difficulties with literacy skills and support families.		No further action required		P Edwards

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Chair of Governors and the Headteacher and monitored by the headteacher.

Monitoring and success may include:

- *Improved performance*
- *Parent questionnaires*
- *Changes in physical accessibility of school buildings*
- *Questionnaire response*
- *Increased levels of achievement for pupils with disabilities*
- *Pupil responses*
- *Ofsted inspections*

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy