

Accessibility Plan



Tyntesfield Primary School

Policy approved: Autumn 2023

Policy review: Autumn 2025

At Tyntesfield, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.

Tyntesfield Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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 are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers 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 **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.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality scheme
- Staff Professional Development
- Health & Safety (including Educational Visits)
- Learning Differences (SEND)
- Behaviour
- School Development Plan
- School Prospectus
- Teaching and Learning policy

Philosophy	Principles	Procedures	Performance
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<p>We believe that:</p> <p>1. all pupils should have full access to a broad, balanced, relevant and differentiated curriculum including the National Curriculum.</p>	<p>We will ensure:</p> <ul style="list-style-type: none"> that NC Programmes of Study are adapted, where required to allow all pupils to have access to the curriculum. 	<p>In detail, we will:</p> <ul style="list-style-type: none"> ensure that all lessons/lesson plans are adapted sufficiently to allow for full access by all pupils. (See Lesson Plans) 	<p>We will:</p> <ul style="list-style-type: none"> evaluate our lessons and identify the targets and steps to be taken to allow access to the curriculum for all pupils.
<p>We believe that:</p> <p>2. the physical environment of the school should allow for accessibility for all.</p>	<p>We will ensure:</p> <ul style="list-style-type: none"> physical, visual or hearing impairments are not barriers to pupils, staff or visitors within Tyntesfield Primary School. health and safety issues fully take into account the needs of pupils, staff and visitors with impairments. the facilities of the school meet, or are adaptable enough, to meet the needs of all pupils, staff and visitors with impairments. 	<p>In detail we will:</p> <ul style="list-style-type: none"> carry out an audit of the school premises which will identify barriers to access to pupils, staff and visitors with impairments. include within health and safety meetings an agenda item that focuses on access issues. within the School Development Planning process, identify issues of accessibility for pupils, staff and visitors with an impairment. 	<p>We will:</p> <ul style="list-style-type: none"> produce outcome targets that will outline the steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors.
<p>We believe that:</p> <p>3. clear communication – both written and spoken, is vital if the needs of pupils and visitors whose first language is not English or who have a reading or visual impairment, are to be fully met.</p>	<p>We will ensure:</p> <ul style="list-style-type: none"> make every effort to ensure that communications within and between school and home are accessible to all. 	<p>In detail, we will:</p> <ul style="list-style-type: none"> seek the advice of Special Support Services in adapting communications within school and between home and school. Use other formats for communication Liaise with interpretation services where parents/pupils whose first language is not English, require assistance. 	<p>We will:</p> <ul style="list-style-type: none"> Produce outcome targets that will outline the steps to be taken to improve communication between pupils and parents.

Identifying Barriers to Access
SCHOOL AUDIT – Sept 2023

Question / Issue	Yes / No	Completed	In Progress	Under Discussion	Not Yet Addressed	Source
School Organisation						
1. Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes	In place				ED Visit Policy
2. Is there preparation for entry into school? Admissions	Yes	In place				Trust Policy INA/New starter induction process
3. Are pupils grouped according to ability?	Yes / No	In place				Phonics groups KS2 Sets (Y4-6)
4. Is there a homework policy in place?	Yes	In place				Home learning Policy
5. School discipline procedures and sanctions.	Yes	In place				Behav Policy Kindness Policy
6. Exclusion procedures.	Yes	In place				Trust Policy
7. School clubs and activities open to all.	Yes	In place				Sch Org.
8. School trips open to all.	Yes	In place				ED Visit Policy
9. The school's arrangements for working with other agencies	Yes	In place				Sch org Learning Differences Policy Behav Policy
School Attitudes						
1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes	In place when necessary				Health Care Plans PPPs CPL records Adaptive practice
2. Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes	In place				Observation Health Care Plans

						PPPs CPL records Adaptive practice
3. Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes	In place				Observation Care Plans PPPs CPL records Adaptive practice Assessment adjustments procedures

Question / Issue	Yes / No	Completed	In Progress	Under Discussion	Not Yet Addressed	Source
4. Are there high expectations of all pupils?	Yes	In place				Ed disadvantaged strategy M&E procedures T&L Policy
5. Do staff seek to identify and remove all barriers to learning and participation?	Yes	In place				Ed disadvantaged strategy PPPs Adaptive practice SEN Records M&E records CPD records
6. Access to the curriculum?	Yes	Yes				Ongoing development according to needs of pupils
7. School policies: Anti Bullying (Kindness), SEN, H&S policies, Inclusion, Equality	Yes	In place				Policy file

8. Interaction with peers.	Yes	In place				Behav Policy PPPs ILPs Branching out programme Wellness Wednesdays Pastoral Support Observation
Physical Access						
1. Do all external entrances to the buildings allow wheelchair access?	Yes	In place				Accessibility Audit
2. Is the playground accessible to wheelchairs?	Yes	In place				Accessibility Audit
3. Are all classrooms accessible to wheelchairs?	Yes					Accessibility Audit
4. The movement of children inside the buildings. Are all areas accessible?	Yes					Accessibility Audit
5. The movement of children outside and around the buildings.	Yes	In place				Accessibility Audit

Question / Issue	Yes / No	Completed	In Progress	Under Discussion	Not Yet Addressed	Source
6. School meals provision – access to tables and chairs.	Yes	In place				Accessibility Audit
7. Collective Worship – access to assembly hall.	Yes	In place				Accessibility Audit
8. PE equipment - access	Yes	In place, reviewed for individual needs				Accessibility Audit
9. Toilets – access	Yes		2 disabled toilets on site			Accessibility Audit
10. Wheelchair access to field?	Yes	In place				Accessibility

						Audit
11. Access to office reception area.	Yes	In place				Accessibility Audit
12. Car park markings for disabled space	Yes	In place				Accessibility Audit
Curriculum Access						
1. Do lessons provide opportunities for all pupils to achieve?	Yes	In place				T&L Policy Monitoring
2. Are lessons responsive to pupils' diversity?	Yes	In place				T&L Policy Monitoring
3. Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	In place				T&L Policy Monitoring
4. Are all pupils encouraged to take part in music, drama and physical activities?	Yes	In place				Curriculum
5. Do staff provide alternative ways of giving access to experiences?	Yes	In place				T&L Policy Monitoring
6. Do we provide access to computer technology appropriate for students with disabilities?	Yes	In place				PPPs
7. Does the teaching and learning policy and practice consider access?	Yes	In place				T&L Policy
8. Does classroom organization consider curriculum access?	Yes	In place				Observation
9. Does lesson timetabling consider access?	Yes	In place				Observation
10. Assessment and examinations arrangements	Yes	In place				Observation Assess Policy
11. Preparation of pupils for the next phase of education.	Yes	In place				Transition arrangements
Information Access						
1. Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes – we liaise with Trafford sensory impairment service	In place				Adaptive practice Assessment adjustments procedures
2. Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projectors and describing diagrams?	Yes	In place				T&L Policy Observation Adaptive practice
3. Do we have the facilities such as ICT to produce written information in different formats?	Yes	In place				Observation Digital Strategy

4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	In place when needed for individual pupils				Digital Strategy CPL
5. Do school announcements consider access to all?	Yes	In place				Parentmail and paper copies if requested Mobile phone friendly Sway
6. Are the school's arrangements for all external signs for visitors adequate in terms of accessibility/	Yes	In place				Observation
7. Are the school's alarms accessible to all?	Yes	In place				Accessibility Audit

Accessibility Plan

The school has had an Accessibility Plan since 2008 and since that date the school and LA have completed the following work:

- Extension of new library area
- Extension to include new intervention/wellbeing room
- Disabled toilet installed in new building and mobile
- Disabled access ramp into the mobile
- Improved fencing and security
- Dyslexia Friendly School strategies introduced and Dyslexia Quality Mark achieved.
- Visual Timetables in every classroom
- Introduction of Health Care Plans for individual pupils
- Introduction of classroom laptops and Alpha Smarts for SEN/Disabled pupil access
- Guidance for new teaching staff on Inclusive strategies within induction process
- Guidance for teaching staff on Inclusive Strategies
- Guidance for supply teaching staff on Inclusive Strategies in supply information folder
- Setting up Enabling Environments
- Removal of asbestos whenever/wherever identified
- Curriculum – focused on Learning Styles and Multiple Intelligences through our Challenge Policy
- I-TASK Curriculum approach – enabling pupils to access the curriculum more appropriately
- Redesigned entrance and school office ensuring accessibility for all
- Introduction of Parentmail as well as paper copies of letters being available

- Establishing a 'Quiet Area' in the playground
- Introduced Wellness Wednesdays on a half termly basis
- Life skills curriculum
- Specialist equipment purchased (i.e. adjustable height and pitch chair)

Accessibility Action Plan **2023 – 2024**

1. Physical Access

Objective	Action to be Taken	Timescale	Outcome / Evidence	Personnel Involved	Resources / Cost
1. Improve the physical environment to enable disabled pupils and visitors to take better advantage of education, facilities and services provided	* When pupils / parents with individual / specific needs arrive at our school, conduct an audit to identify any accessibility issues draw up an action plan (if necessary) or care plan (if appropriate)	On-going	Physical accessibility of school improved for disabled pupils/visitors.	HT Site Manager Buildings Committee Classteachers	DFC budget Premises Development Plan
2. To create additional wheelchair access to toilets in EYFS when refurbishing toilets	* Install at least one wheelchair access toilet in the main building. * Remove door on any new toilet blocks built for easy access	Year 2 toilets now accessible Review in Summer 2024 - Budget	Wheelchair users have independent access to a toilet	HT Site Manager Buildings Committee	DFC budget Premises Development Plan
3. To make reasonable adjustments and additions when necessary to the following: grab rails, colour, contrasts	* When redecorating / refurbishing an area of school consider accessibility needs. * Respond to the needs of individual pupils, making reasonable adjustments.	Ongoing	Increased accessibility to the buildings	HT Site Manager Buildings Committee	DFC budget Premises Development Plan

2. Curriculum Access

Objective	Action to be Taken	Timescale	Outcome / Evidence	Personnel Involved	Resources / Cost
1. To continue to ensure access for pupils with disabilities to the school curriculum	<ul style="list-style-type: none"> * Continue to monitor curriculum delivery – lessons, lesson plans and classrooms. * Plan appropriate training where required e.g. in differentiation, * Monitor the use of learning aids etc. * Continue to monitor the use of our Equal Opportunities Policy * Develop staff knowledge and skills in managing children with disabilities 	Ongoing	<p>All pupils are given the opportunity to participate in the full curriculum offered by the school, including the wider/extra curriculum</p> <p>Staff have increased knowledge, confidence and skills in meeting the needs of children with disabilities</p>	<p>HT</p> <p>SLT</p> <p>SENCO</p> <p>All Staff</p> <p>Classteachers</p>	School Development Plan and related Budget Plan

3. Information Access

Objective	Action to be Taken	Timescale	Outcome / Evidence	Personnel Involved	Resources / Cost
1. To respond to needs, when necessary including making reasonable adjustments and additions	* Liaise with Special Support Services when needs of individual pupils / parents require.	Ongoing	Accessibility to the information and services offered by the school made accessible for all	HT	School Development Plan and related Budget Plan