



Tudor Grange Primary Academy Hockley Heath

Accessibility Plan

At Tudor Grange Primary Academy Hockley Heath, we are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We take full regard of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy.

Schools are required under the Equality Act 2010 to have an accessibility plan. The accessibility plan contains actions to:

- increase the extent to which disabled pupils can participate in the school's **curriculum**
- improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled

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.

The accessibility plan should be read in conjunction with the Academy's SEN and Inclusion Policy and the SEN Information Report. It is also linked to the Health and Safety policy, the Equality policy and the Supporting Pupils with Medical Conditions policy. The plan will be made available online on the Academy website and paper copies are available upon request. It will be reviewed every 3 years and will be approved by the local governing body.

Current Good Practice	Target	Tasks	Timescale	Responsibility	Desired outcome
Curriculum					
Engaging and differentiated curriculum for all students.	Explore use of technology to support access to the curriculum.	Priority for use of technology as required for students with disabilities. Invest in software and additional laptops/tablets as needed.	As required	- SENDCo - SLT - Curriculum Leaders - IT support	Access to appropriate technology for all disabled students to enable easier recording of information and knowledge.
Resources tailored to the needs of students who require support to access the curriculum. The curriculum is regularly reviewed to ensure it meets the needs of all students.	Reflect identified areas of need in planning and delivery of lessons and support sessions.	Teaching staff to plan appropriately to meet the needs of students with disabilities in their classes.	Ongoing	- SLT - Teaching staff - Teaching Assistants - SENDCo	Improved access to the curriculum for all students. All students' needs are met in all lessons.
Curriculum progress tracked for all students, including those with a disability.	Termly pupil progress meetings with curriculum leaders and SENDCo, identifying and planning for further support.	Ensure meetings are timetabled and time is used effectively.	Ongoing	-Curriculum Leaders -SENDCo - Teaching staff	Improved knowledge and confidence for all staff when supporting students.
Targets are set effectively and are appropriate for students with additional needs and/or disability.	Review and adapt regularly within area of study	Dissemination of relevant information to all staff via student profiles.	Ongoing	- All staff	

	<p>All staff to be appropriately aware of targets for students with additional needs and the relevance of their role in supporting them.</p> <p>Encourage student participation in extra-curricular activities.</p>	<p>Transferring to new recording formats (TGAT)</p> <p>Relevant specialist advice and training sought where needed and adaptations implemented.</p> <p>Ensure educational visits are carefully chosen, planned and accessible to all students.</p> <p>Promote inclusive sports to all students.</p>	Ongoing	<p>-All Staff</p> <p>-External partners e.g sports coaching</p>	Increased participation in wider school life for students with additional needs and/or disabilities.
<p>Physical Environment</p> <p>The school building and environment is adapted to the needs of students as required.</p> <p>This may include:</p> <ul style="list-style-type: none"> • ramps • wide corridors and door openings • disabled parking spaces • disabled toilets and changing facilities • contrasting/highlighted steps and thresholds 	<p>Ensure all policies consider the implications of Disability Access.</p> <p>Ensure that access to school buildings and site can meet the needs of all students.</p> <p>Ensure that classrooms are optimally organized for students with disabilities.</p>	<p>Review all policies in view of accessibility.</p> <p>Maintain disabled access to all areas of the Academy, as listed under 'current good practice'. Future building work to allow for disabled access that fully complies with current legislation.</p> <p>Plan classroom layouts according to students' needs. Appropriate resources within classrooms to reflect needs, and</p>	<p>At relevant review dates.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>- Policy Leads</p> <p>- SENCo</p> <p>-Site Manager/Team</p> <p>- Facilities team</p> <p>- Principal</p> <p>- SENCo</p> <p>- Occupational Therapy/Specialists</p>	<p>Access to all aspects of school life for all students.</p> <p>Ease of access to school buildings and site for all, allowing all students to make full use of all facilities in the school.</p> <p>Disabled students able to access all learning in all classrooms.</p>

Personal Emergency Evacuation Plans (PEEPs) in place for students who require support.	Plans in place where required and reviewed regularly. All staff aware of plan and implementation.	<p>may include:</p> <ul style="list-style-type: none"> - height-adjustable chairs/tables -standing desks - writing slopes -stationery/equipment or adapted technology - catering equipment. <p>Paying particular attention to adaptations needed during transition planning.</p> <p>Advice and specialist equipment to be sought from relevant specialists as required.</p> <p>Relevant information shared with staff.</p>	Ongoing	<p>- Class teachers</p> <p>-SENDCo</p> <p>-Site Management</p> <p>-All staff</p> <p>-Specialists</p>	Safety of all students is effectively managed in an emergency situation.
Information Our school uses a range of communication methods to ensure information is	Availability of documents and resources in alternative formats.	Parent/Carer information adapted as required.	As required	<p>- Office staff</p> <p>- All staff</p> <p>-SENDCo</p>	Improved information to parents/carers with disabilities.

<p>accessible.</p> <p>Large print format for letters and policies available.</p> <p>Large print format for student resources.</p>		<p>Examples of other adaptations: Use of coloured overlays for students Change of background colour on interactive whiteboards. Use of pastel-coloured papers for students with visual processing difficulties/Specific Learning Difficulties e.g. Dyslexia</p> <p>Dissemination of relevant information to all staff via student profiles.</p>		<p>-External Specialist Advisors</p>	<p>Improved access to learning for students with disabilities.</p>
<p>Use of visual tools to support everyday access and learning. <i>(Added October 2022 following internal review)</i></p>	<p>Increase the number of visual resources in use around school and in classrooms (linked to supporting the development of Speech, Language and Communication skills including SEND & EAL).</p>	<p>Clear, up to date and accessible classroom information available to all pupils and staff e.g. visual timetable (appropriate to key stage/needs), classroom noticeboard, working walls (regularly updated, current topics, clearly organised), resource organisation (helping pupils independently locate items they need for tasks and establish confidence in doing so), labelled drawers/pegs (photos & names for younger children, names in clear font matched with a number or memorable image for older). <u>All should form the basis of QFT practice.</u></p>	<p>Ongoing – monitored through learning walks & QA cycle for SEND & teaching and learning.</p> <p>Visual timetable/ classroom organisation a target for Autumn Term (Review Dec 2022)</p>	<p>-All Staff -SENDCo -SLT -ECT mentor (support for new staff)</p>	<p>Increased inclusion of pupils with SEND/ Speech, Language & Communication Needs.</p> <p>Support for developing Communication skills at all ages.</p> <p>Support for EAL pupils.</p> <p>Consistent approach and standard to supporting communication development across school from all practitioners.</p>

		<p>Specific references to visual communication needs/tools in Pupil Learning Passports.</p> <p>Investigate and obtain a quote for addition of Widget Software to school's resources with a view to adding picture communication into our provision.</p>	<p>Ongoing – monitored at review points termly.</p> <p>December 2022</p>	<p>-SENDCO -Teachers -External advisors</p> <p>-SENDCo - Support from Trust SEND leads.</p>	
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Plan created: March 2022, updated October 2022

Adopted by governors: November 2022

Due for review: March 2025