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**Accessibility Plan**

Policy Date: May 2022

Policy Review Date: Spring 2025

**Aims of the Accessibility Plan**

This plan outlines how Tithe Barn Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a **physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities**.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

It is a statutory requirement that schools demonstrate how they have involved stakeholders with disabilities in drawing up the Accessibility Plan and the governors must report annually on the impact of their scheme.

**The purpose and direction of the school’s plan: vision and values**

Tithe Barn Primary School has high ambitions for **all** of its pupils and expects them to participate and achieve in every aspect of school life.

At Tithe Barn Primary School our vision is for every child to develop a lifelong love of learning, “Every Child a Learner”. We aim to be an inclusive school who encourage all of our pupils to set and achieve ambitious goals, face new challenges and know that success is within their reach, they just need to believe in themselves and put in their best effort.

**Definition of disability**

The Equalities Act defines a disabled person as someone who has *‘***a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’** (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equalities Act *‘***substantial***’* means *‘***more than minor or trivial’**. *‘***Long-term’** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Many children who have Special Educational Needs (SEN)will also be defined as having a disability under the DDA. It is likely that many of the pupils who have an Education Health Care Plan or who are at *School Support* will count as disabled within the meaning of the Equalities Act. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equalities Act.

A significant number of pupils are therefore included in the definition. To determine whether the impairment affects normal day-to-day activity, it is necessary to consider whether it affects one or more of the following:

* mobility;
* manual dexterity;
* physical co-ordination;
* continence;
* ability to lift, carry or otherwise move everyday objects;
* speech, hearing or eyesight;
* memory or ability to concentrate, learn or understand;
* perception of risk of physical danger.

**Working with pupils with disabilities at Tithe Barn Primary School**

Tithe barn Primary School takes the following steps in order to meet its obligations to children with disabilities:

* All children are tracked, including those who fall within the definition of ‘disabled’ under the Equalities Act
* Tracking plots progress and shows the need for Intervention Programmes and additional adult support to enable access to the curriculum, to make progress and to experience achievement.
* Updated Provision Maps are linked to tracking performance and data.
* Internal School Assessments and tracking allows subject leaders in core areas to look at specific cohorts across the school.
* Local and national trends in school population data assist the school to note links in future School Improvement Development Planning.
* Advanced information about children with disabilities who come to us are looked at in depth by our SENDCO. Where necessary, advice and information to provide the very best support is sought from outside agencies.
* Ensuring access to the curriculum has involved seeking specific resources for pupils with disabilities, e.g. alternative assessment and tracking systems, enlarged print, ICT equipment to promote writing, staff training for child with epilepsy, etc.
* Patterns of attendance are monitored and the Stockport Family ‘Team around the school’ works closely with the school if there are any issues to be addressed.
* Participation of those of our children with disabilities in their own time is promoted and encouraged.
* All children have access - as far as their disability allows - to all curriculum areas through providing extra adult support, intervention programmes and differentiated tasks – evident through planning in the core and foundations subject areas

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| **Access to curriculum - action plan** | | | | |
| **Action** | **Who?** | **Resources** | **Outcome/success** | **Completion date** |
| 1. Specialist SEND teacher and enhanced resources. | Headteacher & Governing Board | The Rainbow Pod building to be developed. Resources ordered by SEND Teacher. | Creation of Rainbow Pod for children with EHCP’s. | September 2022 |
| 1. Support for class teachers from specialist SEND teacher to ensure that the learning environment is set up to support access for all children. | Headteacher & Governing Board | Time given to SEND Teacher so they can work in Key Stage one and two classrooms. | Class teachers more confident in making adaptations for children identified as SEND. | Priority for academic year 2022-23 |
| 1. To ensure that Computing development includes resources for children with disabilities. | Headteacher, Computing Co-ordinator, & Governing Board. | Coordinator time planned for  liaison between SENCO and Computing/ICT Coordinator. | New ICT facilities to include resources for children with disabilities. E.g. communication devices, dyslexic friendly software | Ongoing. |
| 1. Improved tracking of progress for children with SEND. | SENDCo, SEND Teacher, and Headteacher. | Staff meeting time.  Teaching and learning review time every term. | Class teachers will monitor progress of the SEND children using the Stockport Send Tracker. Children who are not working within the National Curriculum will be tracked using recommended resources, such as The Engagement Model or The Cherry Garden.  Discussions with HT through T and L Review meetings (termly) | Ongoing |
| 1. Further enhancement of co-production techniques in drawing up plans for individual children.   Involving children in target-setting and IEPs | Headteacher, Class teachers, SEND Teacher, & SENDCo | Time planned to release class teachers and SENDCo so that they can meet with parents. | Parents and children to continue to work with school staff to draw up personalised plans for children at SEND Support or with an EHCP. | Ongoing |
| 1. Ensuring that school visits and trips are accessible for all children | Class teachers, SENDCo, and Headteacher | Risk Assessment.  Time to visit prior to children undertaking the trip.  Time to work with class teacher and parents to discuss visit and what adaptations, if any, are required. | All children are able to access class trips and residentials. E.g. bikeability | Ongoing. |
| **Access to the physical environment - action plan** | | | | |
| **Action** | **Who?** | **Resources** | **Outcome/success** | **Completion date.** |
| 1. Ensure each area of the school has wheelchair access and egress. | Headteacher and Governing Board. Liaison with contractors. | Building funding. | All future building projects will adhere to disability legislations. | Ongoing with any new renovations. |
| 1. Develop a disabled access toilet | Headteacher and Governing Board. | Building funding. | All future building projects will adhere to disability legislations. | Completed. |
| 1. Improve front entrance to school, including ramp and new door | Headteacher and Governing Board. | Building funding. | All future building projects will adhere to disability legislations. | Ramp completed.  Ongoing. |
| 1. Improve playground surfaces | Headteacher and Governing Board. | Building funding. | All future building projects will adhere to disability legislations. | Completed 2023. |
| 1. Wheelchair access from Lucas’ Garden to Hall | Headteacher and Governing Board. | Building funding. | All future building projects will adhere to disability legislations. | Ongoing with any new renovations. |
| **Access to information - action plan** | | | | |
| **Action** | **Who?** | **Resources** | **Outcome/success** | **Completion date.** |
| 1. To ensure that information is more accessible to children and parents with disabilities. | Via SENDCo, SEND teacher and Headteacher.  Liaison between ICT Coordinator and the Sensory Support Service. | LA Guidance.  School Website.  Tapestry.  School Twitter account.  Re-establish Parental SEND Forum | Children with disabilities and parents with disabilities have greater access to information. School can respond quickly to requests for information in alternative formats. | Ongoing. |
| 1. Clear, well-presented visual aids in every classroom. | SEND Teacher and Class Teachers. | Liaison between staff in staff meeting time where discussion around the use of visuals take place.  Support and Liaison with The Inclusion Team.  All staff have access and training for Widget online. | All children benefit from staff using visuals.  SEND children are more able to follow routines through staff using visuals to support them. | Introduced 2022-2023.  Ongoing. |
| 1. Teach sign language (Makaton) to all children | SEND Teacher, SENDCo, Headteacher. | Staff meeting time, lunchtime/after school Makaton club, Makaton used during assembly time. | All children become familiar with using Makaton around the school. SEND children with communication difficulties are better understood by all staff and children in school. | Priority for academic year 2023-2024. |
| 1. To improve accessibility for pupils who are showing dyslexic tendencies. | SENDCo, SEND Teacher, Headteacher, English Coordinator. | Purchase resources which will include, acetate coloured reading rulers, tinted textbooks, and a range of writing tools. Class teachers to use coloured backgrounds on whiteboards. | Children who are displaying dyslexic tendencies will use resources recommended to support their learning. The success of the support will be monitored by class teachers and the SENDCo. | Ongoing.  Orders to be placed September 2023 for the new academic year. |

**The Accessibility Plan**