Tyneview Primary School

Accessibility Plan

(To be read alongside the SEND information report)

Updated 24th April 2021

Contents:

Aims of the Accessibility Plan

This plan outlines how Tyneview Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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 aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Monitoring of interventions for impact does not happen consistently.	Audit of the curriculum	Headteacher, teachers, SENCO	Summer 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Termly
	Pupil, parent and staff feedback is not sought around accessibility.	Stakeholder voice around accessibility included throughout the year.	SENCO, SLT	Summer 2021	Pupil, parent and staff voice will be sought around accessibility and the information used.	Annually
	School are not currently aware of parents with sensory impairments.	Within voice, collate details of parents with sensory impairments to consider how to support and communicate effectively.	SENCO, SLT	Autumn 2021	School will have a good understanding of the sensory needs of parents and carers to support communication.	Termly
Medium term	Procedures for in-year admits, in terms of understanding needs educationally and from a welfare perspective, are not consistent.	INSET provided to staff members including around Windscreen. Development of welfare role. Procedures/ policy created for in-year admits.	Headteacher, external advisors, SENCO	Summer - Autumn 2021	Staff members have the skills to support pupils with SEND	Termly

	Staff are not confident in adapting lessons for all SEND pupils particularly those with MLD.	Staff will have CPD around adapting lessons delivered by EP. Continuing CPD around MLD and adapting lessons for specific cohorts and individual children.	Teachers, SENCO	Autumn 2021	Staff will have an improved understanding of how to adapt lessons for all SEND pupils including those with MLD.	Termly
Long term	SEMH needs in school can be better understood.	Audit needs of pupils and staff using Clennell Plan effective and research-based CPD	SENCO, SLT	Begin in Autumn 2021	Staff will have an improved understanding of SEMH and behaviour needs to support pupils and families.	Termly

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	School needs to audit if the school's physical environment is accessible.	Audit of physical environment	Building surveyors/ H&S gov/ SLT	Autumn 2021 and annually	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Annually
Medium term	Ensure that all learning and mobility needs are considered in curriculum planning to ensure inclusion in all lessons.	Review cohort annually to priorities needs.	SENCO and SLT with class teachers	Autumn 2021 and annually	Access to toilets is increased	Annually
Long term	Promote involvement of disabled children and parents/carers in all aspects of school life.	Review current cohort and parental needs and consider what needs to change.	SENCO and SLT with support from H & S governor	Autumn 2021 and annually	School buildings are fully accessible for all pupils, parents and carers.	Annually

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not (Links into curriculum aim)	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2021/22	School is aware of accessibility gaps to its information delivery procedures	Annually
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Summer 2022	Written information is fully accessible to children with visual impairments	Annually
Long term	School website is not accessible to children with SEND	Audit of website	ICT lead with support from NEAT.	Summer 2022	Website is fully accessible	Annually