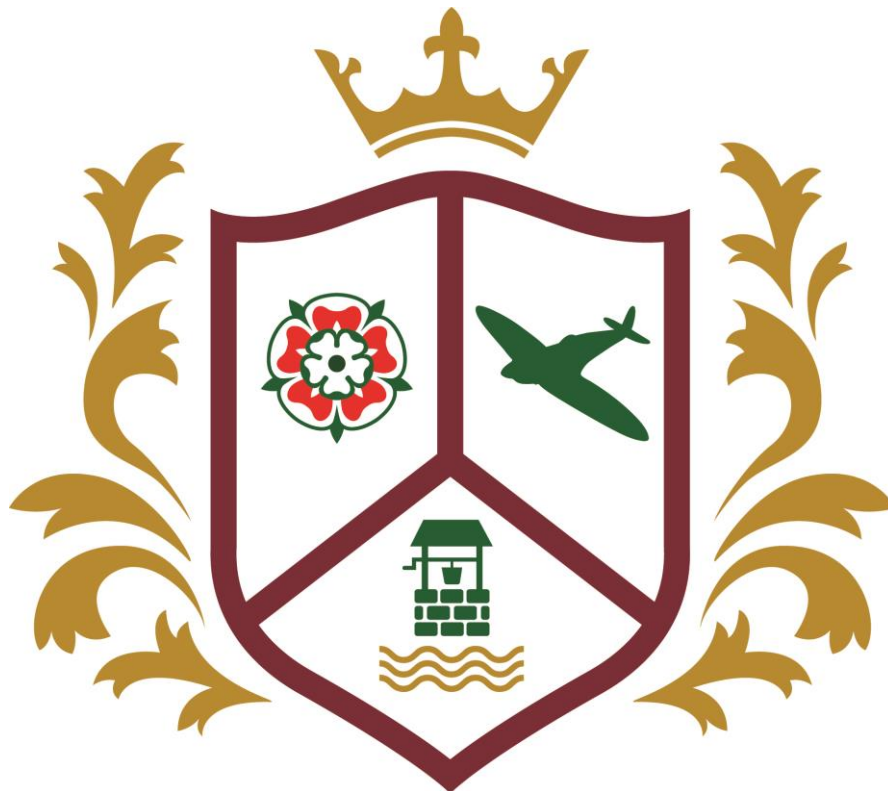


Accessibility Plan 2024-2027

Tudor Grange Primary Academy Perdiswell



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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.

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.

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 pupils, parents, staff and governors of the school.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Disability sports are included in our PE curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Ensure access to technology for students with disabilities to allow them to record information in lessons in an appropriate manner	Short term: - Curriculum resources include examples of people with disabilities. Medium term: - All trips and events are accessible to all pupils. Long term: - Work with special school partners to widen curriculum opportunities.	Audit of resources – order to be placed. When necessary, pre-site visits and investigation into accessibility of venues and events. Maintain links with local schools	LB Teachers, trip organisers LB	Ongoing Ongoing when applicable Ongoing and when applicable	Curriculum resources are available in all year groups which reflect a range of disabilities. All pupils are included and all venues have suitable access and resources for the pupils needs. Pupils may access curriculum learning in a range of venues.

	Prioritise student participation in extra-curricular activities. To continue to train both teaching and support staff on different aspects of SEN. Liaison with external agencies to support individual pupils through equipment loan and advice.				Ongoing and when applicable	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Entrance/exit ramps for all main entrances and halls. - Disabled parking bay - Disabled toilets and changing facilities infant and junior area - Library shelves at wheelchair-accessible height	Short term: - KS2 slope bannister Medium term: - Plan classroom according to pupil's needs including: - Writing slopes - Blinds - Clear whiteboards - Clutter free environment		SENDCo OT Support Classteachers	Ongoing	Disabled students are able to access all lessons.
Improve the delivery of information to	Our school uses a range of communication methods to	Short term: Internal signage	Check and edit or purchase any signage without visual images.		Ongoing	All pupils can use signage to stay safe

pupils with a disability	ensure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations • Increased communication with parents/carers. • Use of IT where appropriate – iPads, laptops, Talking Tins	Medium term: • Review the format of resources e.g. Braille if needed Long term: • Ongoing training to ensure staff are aware of formats.	If necessary, ensure resources are available to support VI pupil. Plan appropriate training	SENDCo SENDCo	Ongoing Ongoing	and interact with displays if appropriate. Braille resources are available to support VI pupils if appropriate. Staff are confident to present work in a suitable format.
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4. Monitoring arrangements

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

Last reviewed and ratified by Governors: September 2024

Next review: September 2027

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy