



TUPTON PRIMARY & NURSERY ACADEMY™

Accessibility Plan 2021-2023

Approving Body	School Governors
Date Approved	Summer 2021
Version	1.2
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Review Date	Summer 2023
Further Information/Guidance	<p>Equality Act 2010: advice for schools DfE February 2013</p> <p>SEND Code of Practice 0-25 (June 2014)</p> <p>SEND Policy and SEND Information Report</p> <p>Statutory Guidance on Supporting pupils at school with medical conditions April 2014</p> <p>The National Curriculum in England Key Stage 1 and 2 framework document</p> <p>Safeguarding Policy</p> <p>The SEND Local Offer http://www.derbyshiresendlocaloffer.org/</p>

Definition of special educational needs In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they: have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision for children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The Tupton Primary and Nursery Academy has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND which may be found on the website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Disability Equality Duty	Outcome	Action	When	Who	Measure
Promoting equality of opportunity	All new staff made aware of Disability Equality Duty.	All new staff receive information about the Disability Equality Duty (DED) and copy of policy.	Within 1st term of employment.	SLT member to ensure each new staff member receives induction information.	Greater awareness of the DED and of need to promote equality of opportunity
	Accurate and updated knowledge of individual pupil needs shared effectively.	1. Home visits for all EYFS starters.	Ongoing	EYFS Staff	Effective information sharing regarding pupil needs and factors that may inhibit their ability to access equal opportunities.
		2. Pupil voice for SEND profile per year.	Autumn term 2019-2021	Class teachers or teaching assistants	
		3. SEND Register updated regularly and shared with staff.	Ongoing	SENCO/SLT	
		4. Parents invited to be part of SEND reviews at least three times per year.	Termly reviews	Teachers and parents.	
		5. Pastoral questionnaires.	Ongoing	Pastoral Manager.	Equality promoted as part of weekly staff practice.
		6. Weekly SEND discussion at staff meeting.	Ongoing	Headteacher/SENCO	
	Access to curriculum areas.	1. SEND specific reviews at each data point.	3 times per year	SLT/SENCO	Pupils with SEND to make appropriate levels of progress and attainment.
		2. Planned actions, involving other agencies when needed, recorded for pupils with	Ongoing	SENCO/Class teachers	

		<p>SEND who do not make an appropriate level of progress and attainment.</p> <p>3. WOW Books for pupils with highest level of SEND to demonstrate their access to the school curriculum and personal curriculum.</p>	Started Summer Term 2019	Class teachers and teaching assistants.	Pupils will be able access a broad and balanced curriculum.
	Access to school for parents/carers and community.	<p>1. Staff made aware of reasonable access when organising events.</p> <p>2. Statement on all invitations asking parent /carer to inform organiser of access needs.</p> <p>3. Sign in the entrance for all visitors and parents regarding accessibility.</p>	Pastoral manager autumn term questionnaire. Comments to be shared with teachers to inform planning.	Pastoral manager, SLT, class teachers and teaching assistants.	Parents, carers and the community will be able to have equal access to a wide range of events in school.
Eliminate discrimination	Disabled have privacy.	<p>1. Pupil safety questionnaire.</p> <p>2. Pastoral manager to create an action plan regarding pupil safety comments. Pastoral manager to involve the school council.</p>	<p>Annually</p> <p>Ongoing</p>	Pastoral manager, pupils, school council and class teachers.	Physical and medical needs of pupils fulfilled in school.

		3. Review upkeep of the medical room and disabled toilet.		Outside agencies including School Nursing Team and Occupational Therapy as required on a pupil by pupil basis.	
	Raise awareness through staff training.	1. Staff training audits with regards to SEND. 2. Training planned and external agencies involved to support the specific needs of pupils.	Recording annually. Needs met on an on-going basis. Staff training and advice given by visiting professionals throughout each academic year.	SENCO Educational Psychology Service, Autism Outreach, Physical Impairment Team, Hearing Impairment Team, Visual Impairment Team, Speech and Language Therapy Services, Physiotherapy and Occupational Therapy Services.	Staff are trained to support the learning and welfare of pupils with SEND. No discrimination and increased awareness.
Eliminate harassment	Anti-bullying policy review.	1. Review anti-bullying policy in light of DED. 2. Anti – Bullying Week will have a focus on hate crime and disability related harassment as	Anti-bullying week. Ongoing.	Pastoral Manager Class teachers SLT	Empower pupils to report incidents. Pupils who facilitate prejudice receive education.

		part of the week. 3. Continued use of Circle Time/Jigsaw Curriculum to raise awareness			
	Lunchtime provision review.	1. Quiet Zone lunchtime provision offered to pupils with SEND. 2. Improved provision to promote positive relationships between peers.	Provision to start September 2019. Lunchtime incidents discussed at weekly staff meetings. Ongoing.	Pastoral Manager Action Plan for lunchtimes. KRi, SLT, class teachers, teaching assistants and midday supervisors.	Environmental and social factors impacting the behaviour of some pupils at lunchtime well managed. No harassment and increased awareness.
Promote positive attitudes	Adjustments as required	1. Access, support, provision overall. 2. Through assemblies presenting positive images of disabled people – sporting role models. 3. Ensure environment includes positive role models. 4. Staff model respectful attitudes to disabled pupils, staff and parents.	Ongoing. Theme weeks and special events throughout the year. Environmental monitoring throughout the academic year including EYFS ECCERS audits. Always.	All staff. SLT and Class teachers. All staff. All staff.	Stakeholders with disability feel happy, supported and part of the community. Positive attitudes are nurtured and reflected across school. Disabled pupils feel valued as members of the school community with role models.
	Access to visits including	Consultation with pupils,	Every visit.	All staff.	Reasonable adjustments

Encourage participation in public life	residential visits.	parents and visit location staff.	Adjustments recorded on Evolve.		so participation is possible.
	Access to extra-curricular activities	Ensure that there is equal access to after school clubs for disabled pupils and monitor their use.	Ongoing. As part of GRIP and EHCP reviews.	Sports leader. All staff. SENCO.	Pupils with disabilities are provided with opportunity to participate in extra-curricular activities and clubs.
	Pupils with SEND represented on School Council.	Pupils with a disability encouraged to stand for election and coached for the role.	Ongoing.	School Council Leader – DHT. All staff.	Pupils with disabilities have a voice and feel empowered in decisions about school life.
	The school welcomes disabled staff into the workforce and encourages them to apply for senior positions.	Adjustments as necessary will be made to allow disabled staff to pursue employment in line with the Academy guidelines. Confidential records of staff disclosures regarding disability are kept. All job applicants will be treated equally. A policy of interviewing all disabled applicants who meet the minimum requirements for a job will be adhered to.	Ongoing.	HT & GB	Equality of opportunity provided for within the application process. Adjustments made to enable disabled applicants to be employed.
	The school welcomes disabled	Encourage disabled people to put	Ongoing.	HT and GB.	Adjustments made so that disabled

	representation on the governing body and FOS.	themselves forward as candidates in governor elections and to join the FOS.			people can access positions of responsibility.
Taking steps to meet disabled peoples' needs	Buildings safer and fit for purpose	<p>1. Review access plan particularly in terms of physical environment.</p> <p>2. Health & Safety audit.</p> <p>3. Buildings survey.</p>	Consult external agencies re: facilitating access Ongoing as funding and needs dictate.	HT and GB.	Access for all and Adjustments made (e.g. maintain disabled toilet, parking space, footpath)
	Appropriate methods of communication and devices available for learners and parents.	1. Personalised provision including visual aids, Communication in Print and Talking tins.	Ongoing. Information passed over at transition time. SEND pupil and parent voice.	All staff.	Adjustments made as required.
	Appropriate adjustments, support and aids available for learners and parents with physical needs.	<p>Provision to include fine motor intervention, fine motor resource, Physical Impairment team involvement.</p> <p>Open door policy for parents regarding their needs.</p>	Ongoing. Provision reviewed at SEND reviews at least three times per year.	SENCO All staff.	Adjustments made as required.
	Disabled stakeholders' needs met	1. When appropriate, additional coaching or training for disabled pupils, staff or carers/parents provided.	As needed.	HT	Coaching occurs.

		2. Special facilities for disabled pupils including at breaks and lunchtimes, are provided as appropriate.	As needed.	SENCO Pastoral Manager	Facilities provided.
		3. Responding to replies from staff, pupils, parents, governors and community users about any specific requirements provided if possible.	As needed.	HT	Requirements met.