



Accessibility Plan 2022-2024

Approving Body	School Governors
Date Approved	
Version	1.3
Supersedes Version	1.2
Review Date	September 2024
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.

Aim 1

Increase the extent of access to the curriculum for a child with a disability.

Strategies	Timescales	Responsibilities	Success Criteria
Increase the use of Makaton throughout school.	All classes using basic level one Makaton signs within the classroom by July 2024. SENCO to monitor during class visits.	All staff. SENCO to send out a weekly Makaton sign for teachers to use in class.	Staff will have a good understanding of key signs and use them consistently throughout school. Pupils will have better understanding of and access to language across the curriculum.
SENCO to become a Derbyshire Autism Advocate.	SENCO training to be arranged with Claire Morley – AET.	SENDCo	SENDCo to complete training for the role and take on the role in a local context.
Continue to implement an effective assess, plan, do, review process that means any barriers to learning are swiftly identified and provided for.	Termly pupil inclusion profile reviews. Termly SENCO monitoring. Regular liaison and referrals to outside agencies.	Teachers SENCO Teaching Assistants Headteacher	Pupil progress against identified outcomes will be regularly reviewed. Pupils will be provided with adjustments and support that addresses barriers to learning.
SENCO to share 'SEND in my subject' documents with curriculum leads.	Autumn 1 2023	SENCO Subject Leaders	Subject leaders will have a better understanding of how to support and monitor the inclusivity of SEND children within their subject and ensure any necessary adaptations are implemented.

Please also see the Disability Equality Duty information at the end of this document for further information about how we currently work to ensure access to the curriculum for pupils with a disability.

Aim 2

Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.

Strategies	Timescales	Responsibilities	Success Criteria
Provide play based Cosy Corner lunch provision.	Ongoing	TA SENDCo	All pupils will have a positive lunchtime experiences that facilities healthy relationships and meets the sensory needs of identified pupils.
Staff will ensure their classroom environments are SEND friendly. The SENCO will share the environment checklists and train staff on SEND friendly classrooms.	Ongoing Autumn 2	Teachers TA SENCO	All classrooms will be more SEND friendly, making adaptations to suit the needs of all children. But especially SEND children. These children will subsequently experience less sensory overload and will have a decrease in hyperarousal.
Make adaptations to the environment as outlined in individual pupil risk assessments. Eg. Specialist seating, quiet areas and font sizes.	Risk assessments to be reviewed termly. As part of trips and educational visits. As part of school events where adaptations are required.	Headteacher SENCO Class teachers	All disabled pupils will be able to access the education, benefits, facilities and services at Tupton Primary and Nursery Academy.
Make adaptations to the environment as outlined in individual pupil care plans.	Update annually, share with staff and review as required.	SENCO Headteacher Class teacher Health professional	All pupils with a care plan will be able to access the education, benefits, facilities and services at Tupton Primary and Nursery Academy.
Carry out pupil questionnaires which seek to gain pupils' views about how school could be improved for them. Seek pupil voice comments for all pupils with SEND to obtain their views of any adaptations required.	Autumn 2 Autumn 2	SENDCo Class teachers	Pupil views will be taken into account and actions taken to change the physical environment as agreed with Headteacher.
Hold transition meetings between current and future class teachers.	Summer term 2024	Class teachers. SENDCo	Teaching staff will be informed about adaptations that need to be made. Pupils will have consistent provision as they move between year groups in school.

Continue to provide an accessible physical environment that is adapted as required, maintains safe access for all including evacuation routes.	Annual checks and as per health and safety schedule.	Headteacher Site manager Health and safety committee	The school site will be safe, compliant and accessible for all.
Please also see the Disability Equality Duty information at the end of this document for further information about how we currently work to provide an accessible physical environment that enables disabled pupils to take better advantage of the education, benefits, facilities and services we provide.			

Aim 3 Improve the availability of accessible information to disabled pupils			
Strategies	Timescales	Responsibilities	Success Criteria
Provide seating positions, font sizes and incorporate the use of technology as advised by Visual Impairment services.	Daily	Visual Impairment Teachers Class teachers SENCO	Pupils with visual impairments will be able to access the same written and pictorial information as their peers.
Provide seating positions, hearing aid support, radio aids, quiet spaces and other adjustments as advised by Hearing Impairment services and Audiology.	Daily	Hearing Impairment Teachers Class teachers SENCO	Pupils with visual impairments will be able to access all information provided verbally.
Provide specialist seating, fine motor equipment, rest breaks and physical adaptations as advised by Physical Impairment services, Physiotherapy and Occupational Therapy.	Daily	Physical Impairment Teachers Class teachers SENCO	Pupils with a physical need will be able to access the same information as their peers.
Provide visual supports, Makaton and specific adaptations as advised by Speech and Language Therapy.	As part of classroom teaching throughout the week. As part of targeted interventions as part of a planned schedule.	Class teachers SENCO Speech and language therapy.	Pupils with a speech and language need will be able to access the same information as their peers.

Continue the use of Communication in Print throughout the school.	Ongoing	Teachers TA SENCO Headteacher	<p>Staff will be confident to provide additional visual representation using Widgit symbols across curriculum subjects.</p> <p>Pupils will have a better understanding of and access to language across the curriculum.</p>
Hold transition meetings between current and future class teachers.	Summer term 2024	Class teachers SENCO	<p>Teaching staff will be informed about adaptations that need to be made.</p> <p>Pupils will have consistent provision as they move between year groups in school.</p>
Please also see the Disability Equality Duty information at the end of this document for further information about how we currently work to provide accessible information to disabled pupils.			