



# TUPTON PRIMARY & NURSERY ACADEMY™

## **Accessibility Plan 2025-2027**

Approving Body	School Governors
Date Approved	September 2025
Version	1.4
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Further Information Guidance	<p>Equality Act 2010: Advice for schools (DfE, updated 2022)</p> <p>SEND Code of Practice 0–25 (January 2015, last updated 2020)</p> <p>Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, updated 2017)</p> <p>SEND Policy and SEND Information Report</p> <p>Keeping Children Safe in Education (DfE, annual updates)</p> <p>The National Curriculum in England Key Stage 1 and 2 Framework Document</p> <p>Local SEND Offer: <a href="#">Home - Derbyshire Local Offer</a></p>

### **Definition of Special Educational Needs (SEN)**

“Special educational needs” (SEN) refers to a learning difficulty or disability which calls for special educational provision.

A child or young person has SEN if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools, early years provision or post-16 institutions.

Children under compulsory school age are considered to have SEN if they are likely to fall within either of the definitions above when they reach compulsory school age, or would do so if special educational provision were not made.

A child is not 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 are taught.

### **Definition of Disability**

Under the Equality Act 2010, “disability” refers to a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

### **Definition of Special Educational Provision**

For children aged two years and over, “special educational provision” means educational or training provision that is additional to, or different from, that made generally for others 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 access to the curriculum			
Strategies	Timescales	Responsibilities	Success Criteria
Embed Makaton signing in everyday classroom teaching and extend training to lunchtime staff and support teams.	Ongoing (review annually)	SENCO Class Teachers Support Staff	Staff use Makaton consistently across settings; pupils demonstrate improved communication.
Ensure curriculum leaders conduct SEND inclusivity audits annually to monitor adaptations within their subject.	Annual review	SENCO Subject Leaders	Subjects consistently adapted to meet SEND needs.
Strengthen use of assistive technology (e.g., text-to-speech, screen readers, adaptive keyboards).	By July 2026	SENCO ICT Lead Teachers	Pupils with SEND access learning using appropriate technology.
Continue robust Assess, Plan, Do, Review cycle with professional input as needed.	Termly reviews	SENCO Teachers Tas Headteacher	Barriers to learning addressed promptly; progress measured against outcomes.
Provide regular staff CPD on autism, ADHD,	Annual CPD programme	SENCO Headteacher	Staff confident in adapting provision for a range of SEND needs.

SEMH and inclusive teaching strategies.			
Please also see the Disability Equality Duty information for further information about how we currently work to ensure access to the curriculum for pupils with a disability.			

<b>Aim 2</b> Improve the physical environment			
Strategies	Timescales	Responsibilities	Success Criteria
Extend sensory-friendly spaces (e.g., lunch provision zones, quiet breakout rooms).	Ongoing (2025–2027)	SENCO Tas Headteacher	Pupils report improved comfort and reduced anxiety.
Ensure classrooms follow SEND-friendly environment principles.	Spring 2026	SENCO Teachers Support Staff	Classrooms adapted to reduce sensory overload.
Update risk assessments and care plans for individual pupils.	Reviewed termly	SENCO Class Teachers Health Professionals	Pupils supported with personalised provision.
Gather pupil and parent voice annually on physical environment.	Annual survey	SENCO, Class Teachers	Actions taken to adapt environment in line with feedback.
Please also see the Disability Equality Duty information 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.			

<b>Aim 3</b> Improve the availability of accessible information			
Strategies	Timescales	Responsibilities	Success Criteria
Ensure communications available in alternative formats (large print, digital, simplified text).	Ongoing	SENCO Office Staff Teachers	Parents and pupils can access communications in suitable formats.
Continue use of Communication in Print (Widgit symbols).	Ongoing	Teachers SENCO Headteacher	Staff confident in providing additional visual representation.
Expand use of audio/visual resources for sensory needs.	By July 2026	SENCO Teachers ICT Lead Redhill Academy	Pupils with sensory needs access the same information as peers.
Provide staff training on accessible digital resources.	Ongoing training	SENCO ICT Lead Redhill Academy	Staff create accessible digital resources.
Maintain accessible emergency evacuation procedures.	Annual check	Headteacher Site Manager Health & Safety Committee	School site remains safe, compliant and accessible.
Please also see the Disability Equality Duty information for further information about how we currently work to provide accessible information to disabled pupils.			

### Monitoring and Review

The Accessibility Plan will be reviewed annually by the SENCO and reported to Governors. Actions will be evaluated using pupil progress data, pupil/parent voice, and staff feedback. Adjustments will be made in response to evolving pupil needs and statutory guidance.