



TILLINGTON MANOR

PRIMARY SCHOOL

ACCESSIBILITY PLAN & POLICY

TILLINGTON MANOR PRIMARY SCHOOL

Document Control Table

Title	Tillington Manor Accessibility Plan and Policy
Author	Kelly Brockhurst (Headteacher)
Date Approved	23 rd October 2024
Approved By Name	Simon Rowland (Chair of Governors)
Next Review Date	September 2025

Document History

Date	Author	Note of Revisions
5 th September 23	KB	Adapted TMPS policy, using PHMAT templates
July 2024	KB	Amended Co-Headteachers to Headteacher

Within the Perry Hall Multi-Academy Trust, schools should be an environment where all are included, feel valued and are respected. Standards of academic achievement are high and behaviour excellent. Children, staff and parents alike are happy, engaged and enthusiastic about learning. A partnership where everyone is working to achieve and fulfill their potential.

The Perry Hall Multi-Academy Trust Schools will nurture its pupils to ensure that the children in our care leave our academy with strong self-esteem, high personal expectations and a complement of basic skills that promote an enquiring mind and a desire for knowledge.

We will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness as we strive to be a central hub for the local learning community – a place where children, parents and the community can experience continuity, development and growth.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

ACCESSIBILITY PLAN – Tillington Manor Primary School

1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from September 2023 – September 2024 (Reviewed annually)
2. The Special Educational Needs and Disability Code of Practice (January 2015) states “many children and young people who have SEN may have a disability under the Equality Act 2010.” The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled children and young people
 - They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
 - They must not discriminate for a reason arising in consequence of a child or young person’s disability.
 - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
 - Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public-sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
3. This plan sets out the proposals of Tillington Manor Primary School to increase and sustain access to education for disabled pupils.
4. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.
5. PHMAT and Tillington Manor Primary School plans to improve the accessibility of provision for all students, staff and visitors who may have the following disabilities.

ASD/ Asperger’s	Hearing
Social, emotional and behavioural needs	Incontinence
Communication	Learning difficulties
Palliative care	Medical
Dietary Problems	Mobility
Motor Skill & Development	Cognitive Difficulties
Visual impairment	Personal Care
Other disability / health problem	ADHD

Individual Accessibility Plans are produced for each School and contain relevant actions to:

- Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events.

The following action plans relate to these key aspects of accessibility at Tillington Manor Primary School. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.

We acknowledge that there is a need for ongoing raising of awareness and training for staff in the matter of disability, discrimination and the need to inform attitudes on this matter.

The accessibility plan should be read in conjunction with the relevant sections of the following documents:

- Academy Improvement Plans
- Asset Management Plan
- Admissions Policy
- Anti-Bullying Policy
- Equality for Pupils Policy
- Health and Safety Policy
- Health & Safety of Pupils on Educational Visits
- Medical Treatment of Pupils Procedure
- Exclusions Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy
- Safeguarding Policies and Practices
- Behaviour Policy
- Child protection policy
- Overarching Curriculum Policy
- PSHE Policy
- Teaching & Learning Policy

The action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Governors Risk and Health & Safety. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period, in order to inform the development of the new Plan for the following period.

Curriculum policies and delivery reflect our commitment to Equality and Diversity.

The School's complaints procedure covers the Accessibility Plan.

Our School's interpretation of inclusion means that what we offer is an appropriate curriculum for the children's needs. The school may make a special effort or provision so that particular activities are available to pupils with additional needs.

The School will work in partnership with all stakeholders in developing, implementing and reviewing this plan. The Plan will be monitored by the local governing body as part of their monitoring cycle.

1. Improving the Physical Access

The school is a one storey building with wide corridors and several access points from outside. EY, KS1 and KS2 are all on the ground floor with outdoor wide door access to all rooms. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. There are disabled toilet facilities available. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Target	Strategies	Time scale	Responsibility	Success Criteria
Improve access for individuals with a visual impairment.	Liaise with outside agencies to support individual needs.	Ongoing	SENCO	Individuals with a visual impairment feel safe within the school environment. The site is accessible for all.
	SLT to survey all areas of the school requiring access to identify access issues.	Autumn Term	SLT	
	All rooms are fitted with blinds, to benefit pupil with visual impairment.	Autumn term	SLT	
Improve access for individuals with a physically disability.	Liaise with outside agencies to support individual needs.	On going	SENCO	Individuals with a physically disability feel safe within the school environment. The site is accessible for all. The site is safe for all.
	SLT to survey all areas of the school requiring access to identify access issues.	Autumn Term	SLT	
	Actions identified and prioritised to improve access for individuals with a physical disability.	Autumn Term	SENCO	
	Disabled parking outside of school and Disabled toilet.	Ongoing	SLT	
	Identify appropriate storage for equipment and ensure that items are not left indiscriminately.	Ongoing	All staff	
Ensure all fire escape routes are suitable for all and that all pupils with	Request advice from Fire Officer on accessibility of exit routes and fire doors.	Autumn Term	SLT	All children with a disability and staff working with them are safe and confident in the event
	Put in place Personal Emergency Evacuation Plans		SENCO/SLT	

<p>a disability can be safely evacuated.</p>	<p>for all children with a disability - read and signed by all relevant staff. Use the Academy Trust Policy.</p> <p>Develop and improve the system to ensure all staff are aware of their responsibilities.</p> <p>Remove trip hazards and obstacles around emergency routes.</p>	<p>Autumn Term</p> <p>On going</p> <p>On going</p>	<p>SLT</p> <p>All staff</p>	<p>of fire.</p> <p>Regular Fire Drills are conducted to develop staff confidence in the event of a fire.</p>
<p>Adapt the physical environment to meet the needs of children with disabilities.</p>	<p>Amplification systems for Hearing Impaired.</p> <p>Taking advice from external agencies about modifications or adaptations that need to be made.</p> <p>Every attempt will be made to provide specialist equipment and learning aids will be provided where appropriate.</p> <p>To ensure classrooms are optimally organised to promote the participation and independence of all pupils.</p> <p>Improve classroom furniture layouts to increase access.</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>SENCO</p> <p>SENCO and Class Teacher</p> <p>SENCO</p> <p>All staff</p> <p>All staff</p>	<p>The physical environment is accessible to all.</p>
<p>Ensure that all outdoor and play areas are accessible for all children including those with disabilities.</p>	<p>Audit the outdoor, play areas and equipment with children and their parents to identify any access difficulties.</p>	<p>Autumn Term</p>	<p>SLT</p>	<p>All individuals with disabilities be able to access the outdoor environment independently.</p> <p>All to have an understanding of each other's needs.</p>
<p>Outside areas</p>	<p>Carpark, paving and external lighting.</p>	<p>On going</p>	<p>SLT</p>	<p>All staff, parents and pupils to have access to school.</p>

2. Improving Curriculum Access

All Perry Hall Multi-Academy Trust Schools have in place a variety of access arrangements.

Equal Opportunities practices should be evident;

- Across the curriculum including extra-curricular activities;
- Within the ethos of the school, SMSC, the quality of personal relationships etc.

<p>Increase skills and confidence of teaching staff in differentiating the curriculum.</p>	<p>Undertake audit of staff training needs on curriculum access and develop relevant training.</p> <p>Assign professional development sessions to target training needs identified (e.g.) dyslexia, differentiation, alternative recording.</p> <p>Refer/seek advice from outreach services to support staff with teaching strategies</p> <p>Collate ideas about different methods of recording from teachers and external agencies, such as Specialist Teaching Service.</p>	<p>Autumn Term</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Increased skills and confidence of staff in implementing strategies and differentiation for Pupils</p> <p>A consistent approach to differentiation across the school.</p>
<p>Ensure the curriculum is accessible to all.</p>	<p>Set up a system of Individual Education Plans for children with disabilities.</p> <p>Set up system for information to be shared with appropriate staff.</p> <p>All out-of-school activities will be conducted in an inclusive environment. Where possible with providers that comply with all current and future legislative requirements</p> <p>To continue to develop effect methods of</p>	<p>Ongoing</p> <p>Autumn Term</p> <p>On going</p>	<p>SENCO/Staff</p> <p>SENCO</p> <p>SLT</p> <p>SENCO</p>	<p>All staff aware of pupil's individual needs.</p> <p>Inclusive after school clubs for all pupils.</p> <p>Pupils have full access to the curriculum.</p>

	<p>communication for SEND pupils.</p> <p>Provision made for dyslexic and dyspraxic pupils to use laptops in lessons.</p> <p>Provide coloured overlays where needed. For severe difficulties, children will be referred on for prescription glasses.</p> <p>Pupils needs are appropriately met through effective deployment of skilled support staff.</p> <p>Ensure visual timetables are in place and adapted for identified pupils, if needed this is a minimum non-negotiable for all classrooms and workstations. Workstations for children with ASD.</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>Autumn term</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO/ SLT</p> <p>SENCO- Class teacher</p>	
<p>Ensure staff are aware of, and able to use SEN resources.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school.</p>	<p>Audit all SEN ICT and other resources and make lists available to all staff.</p> <p>Run individual training sessions on use of resources.</p> <p>Increase the effective Speech and Language provision in school.</p> <p>Increase effective support for EAL pupils in school</p>	<p>Autumn Term</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SLT</p>	<p>Consistent use of SEN resources in mainstream classes.</p> <p>New Staff Induction to include training on the needs of the pupils in the school with SEND and how to meet the needs of these pupils.</p> <p>CPD to raise staff awareness of the accessibility plans in place in the school.</p>