



Tudor Grange Academies Trust

Tudor Grange Primary Academy St James

Accessibility Plan

Here at Tudor Grange Primary Academy St James, we are committed to providing an environment that enables full curriculum access that values and includes all stakeholders, regardless of their needs, without discrimination. We take full regard of the Equality Act 2010 with regard to disability and to developing a culture of inclusion and support within the Academy.

The accessibility plan contains actions to:

- Increase the extent to which disabled pupils can participate in the school's **curriculum**;
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- Improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled.

The accessibility plan should be read in conjunction with the Academy's SEND Policy and the SEN Information Report. The policy complies with our funding agreement and articles of association.

| Target | Tasks | Timescale | Responsibility | Desired outcome |
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| <p>Curriculum</p> <p>Ensure access to technology for students with disabilities to allow them to record information in lessons in an appropriate manner.</p> <p>Reflect identified areas of need in lesson planning and delivery.</p> <p>Prioritise student participation in extra-curricular activities.</p> <p>To continue to train both teaching and support staff on different aspects of SEN.</p> | <p>Priority for use of technology as required for students with disabilities. Invest in software as needed.</p> <p>Teaching staff to plan appropriately to meet the needs of disabled students in their classes. Dissemination of relevant information to all staff via student profiles.</p> <p>Ensure extra-curricular and educational visits are accessible to all students. Promote inclusive sports to all students.</p> <p>Review the needs of students with special educational needs.</p> <p>Provide training opportunities for staff.</p> | <p>As required.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <ul style="list-style-type: none"> - SENCo - Curriculum Leaders - IT support - Teaching staff - Learning Mentors - SENCo - All staff - SENCo - LA specialist teaching service. | <p>Access to appropriate technology for all disabled students.</p> <p>Improved access to the curriculum for all students.</p> <p>Increased participation in wider school life for students with disabilities.</p> <p>Teaching staff to be confident in meeting the needs of students. Bespoke and child specific training organised if necessary.</p> |

| Physical Environment | | | | |
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| Ensure all policies consider the implications of Disability Access. | Consider all policies in view of accessibility. | September 2020 | - Principal | Access to all aspects of school life for all students. |
| Ensure that access to school buildings and site can meet the needs of all students on roll. | <p>Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget allows.</p> <p>Maintain existing disabled access to all areas of the Academy, including: -</p> <ul style="list-style-type: none"> • disabled toilet • ramps • contrasting/highlighted steps and thresholds. | Ongoing | - Facilities team - Principal | Access to school buildings and site for all. |
| Ensure that classrooms are optimally organised for students with disabilities. | <p>Plan classrooms according to students' needs. Appropriate resources within classrooms to reflect needs, including:</p> <ul style="list-style-type: none"> • writing slopes • blinds • clear whiteboards • clutter-free environments. | Ongoing | - SENCos - SISS advisory team - Class teachers | Disabled students able to access all lessons. |

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| <p>All students and adults to be able to evacuate the building safely in an emergency</p> | <p>Fire escape plan and risk assessment to be reviewed and updated as required and at least annually.</p> <p>Personalised emergency exit plan implemented for identified students who require it.</p> | <p>Ongoing</p> | <p>- SENCo Facilities team</p> | <p>In the event of a fire, all students to be able to exit the building safely.</p> |
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| <p>Information</p> <p>Availability of documents in alternative formats.</p> | <ul style="list-style-type: none"> • Large print format for letters and policies available. • Use of coloured overlays for students and change of background colour on interactive whiteboards • Use of pastel coloured paper for dyslexic students. . Dissemination of relevant information to all staff via student profiles. • Modified examination papers ordered if appropriate. | <p>As required</p> | <ul style="list-style-type: none"> - All staff - SENCo - Mentors | <p>Improved information to parents/carers with disabilities.</p> <p>Improved access to learning for students with disabilities.</p> <p>Improved access to examination materials.</p> |
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Reviewed by: Holly Lynch

Last Reviewed: September 2019

Ratified by Governors: October 2019

Next Review: September 2022