



Tudor Grange Academies Trust

Tudor Grange Primary Academy Yew Tree

Accessibility Plan

Here at Tudor Grange Primary Academy Yew Tree, 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 SEND Information Report. The policy complies with our funding agreement and articles of association.

Target	Tasks	Timescale	Responsibility	Desired outcome
<p>Curriculum</p> <p>Ensure access to technology for pupils 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 pupil participation in extra-curriculum activities.</p> <p>To continue to train both teaching and support staff on different aspects of SEND</p>	<p>Priority for use of technology as required for pupils with disabilities. Invest in software as needed. Dissemination of relevant information to all staff via pupil passport.</p> <p>Teaching staff to plan appropriately to meet the needs of disabled pupils in their classes. Dissemination of relevant information to all staff via pupil passport.</p> <p>Ensure extra-curricular and educational visits are accessible to all pupils. Promote inclusive sports to all pupils.</p> <p>Review the needs of pupils 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>	<p>SENDCo Teaching staff IT support</p> <p>Teaching staff Support staff SENDCo</p> <p>All staff PE Subject Leader</p> <p>SENDCo SISS advisory teams</p>	<p>Access to appropriate technology for all disabled pupils.</p> <p>Improved access to the curriculum for all pupils.</p> <p>Increased participation in wider school life for pupils with disabilities.</p> <p>Teaching staff to be confident in meeting the needs of pupils. Bespoke and child specific training organised if necessary.</p>

<p>Physical Environment</p> <p>Ensure all policies consider the implications of Disability Access.</p> <p>Ensure that access to school buildings and site can meet the needs of all pupils on roll.</p> <p>Ensure that classrooms are optimally organised for pupils with disabilities.</p> <p>All pupils and adults to be able to evacuate the building safely in an emergency</p>	<p>Consider all policies in view of accessibility.</p> <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. <p>Plan classrooms according to pupils' needs. Appropriate resources within classrooms to reflect needs, including:</p> <ul style="list-style-type: none"> • writing slopes • blinds • clear whiteboards • clutter-free environments. <p>Fire escape plan and risk assessment to be reviewed and updated as required and at least annually. Personalised emergency exit plan implemented for identified pupils who require it. Dissemination of relevant information to all staff via pupil passport.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal</p> <p>Facilities team Principal</p> <p>SENDCo SISS advisory teams Class teachers</p> <p>SENDCo Class teacher Facilities team</p>	<p>Access to all aspects of school life for all pupils.</p> <p>Access to school buildings and site for all.</p> <p>Disabled pupils able to access all lessons</p> <p>In the event of a fire, all pupils to be able to exit the building safely</p>

<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 modified writing resources such as bolder writing lines for pupils with a visual impairment. • Use of coloured overlays for pupils and change of background colour on interactive whiteboards • Use of pastel coloured paper and reading rulers for dyslexic pupils. • Modified Phonics Screening Check papers in Year 1, end of KS1 and KS2 SATs papers ordered if appropriate. • Dissemination of relevant information to all staff via pupil passports. 	<p>As required</p>	<p>All staff SENDCo</p>	<p>Improved information to parents/carers with disabilities.</p> <p>Improved access to learning for pupils with disabilities.</p> <p>Improved access to examination materials.</p>
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Reviewed by: Katie Painter and Rajneet Bloomfield

Last Reviewed: May 2022

To be Ratified by Governors: May 2022

Next Review: May 2025