

# Tattershall Primary School

*Believe, Achieve, Succeed*



## Accessibility Plan

**Start Date:** March 2025

**Review Date:** March 2028

Signed by Chair of Governors:	Date:
<i>Amanda Grant</i>	20 <sup>th</sup> March 2025

## **Aims of the Accessibility Plan**

This plan outlines how Tattershall Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

<b>1 Improving access to and participation within the curriculum</b>						
<b>To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Tattershall Primary School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</b>						
<b>Short Term targets</b>						
<b>Target/Issue</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Review March 2028</b>
To develop knowledge of curriculum adaptations and how these can be used to support pupils	SENCO	Attend adaptation training SENCO lead CPD for teachers	SEND time Adaptation training Staff meeting time	By End of Summer 2025	-SENCO attend training -SENCO deliver training to teachers	
To develop new SEND information booklet in collaboration with teachers, parents and children	SENCO	Staff meeting time to gain shared vision for inclusion Pupil voice interviews Parent voice	Staff meeting time SEND time	By end of summer 2025	-New SEND information book to be published	
To develop an assessment system to measure small steps for EHCP children	SENCO	Implement assessment system Guidance for Teachers Share with parents	SEND time	By end of Summer 2025	EHCP targets monitored effectively	
<b>Medium Term targets</b>						
For subject leaders to create a list of adaptations for their subject depending on area of need and monitor impact	SENCO Subject leaders	Staff meeting Subject leaders to develop adaptation booklet for each subject which SENDCO will collate for each area of need Monitoring of adaptations within subject	Subject leader time Staff meeting time Staff meeting time	By End Summer 2026	Adaptation booklet for all subjects created and used by all staff Adaptations for each subject monitored for effectiveness	
For environment to have continuity so that pupils can access the same resources in each class	SENCO	SLT to make decisions about signs and symbols, background colours etc Bank of resources to support eg task boards, word banks that are the same design for all classes	SEND time	By Autumn 2027	-All classes using the same labelling, signs, visual aids, background colours	
Audit all intervention resources and TA skillset	SENCO	SENCO to audit all resources and skill set of TA to provide and publish intervention offer	SEND time	By End Summer 2026	Intervention offer published	

Monitor SEND children's access to extra-curricular clubs	SENCO	Use Arbour to monitor	SEND time	By End Summer 2026	Club uptake for SEND children available to governors	
<b>Long term targets</b>						
To continue to meet any specific future needs of pupils/families within school	Whole school	Assess needs and plan accordingly Identify any specialised support needed and seek advice Add to provision maps/risk assessments etc. Staff awareness and training where needed	-SEND time -All staff -Gov meetings	Ongoing	Needs of pupils met where ever possible	

<b>2 Improving access to the physical environment</b>						
<b>To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</b>						
<b>Target/Issue</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Review March 2028</b>
<b>Medium term target</b>						
Work with ST Francis school to loan any special equipment identified for need	SENCO	OT support Request support from St Francis as needed	Financial cost for equipment loan	Ongoing depending on need	All children can access all activities with specialist equipment	
<b>Long Term targets</b>						
To continue to meet any specific future needs of pupils/families within school	Whole school	Assess needs and plan accordingly Identify any specialised support needed and seek advice Add to provision maps/risk assessments etc. Staff awareness and training where needed	-SEND time -All staff -Gov meetings	Ongoing	Needs of pupils met where ever possible	
Audit environment for physical access to ensure it meets needs of all children	SENCO	Environmental audit Make changes where required	Financial cost of specialised equipment	Ongoing depending on needs of children	All children have access to learning environment	

<b>3 Improve the access and delivery of written information</b>						
<b>To improve the delivery of information for disabled pupils and parents</b>						
<b>Short Term targets</b>						<b>Review March 2028</b>
<b>Target/Issue</b>	<b>Lead</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>	
Accessibility arrangements clear on website	Head teacher	Publish accessibility arrangements	Headteacher time	By Summer 2025	Published accessibility arrangements	
<b>Medium Term targets</b>						
Provide written information in accessible ways as needed	SENDCO HT	Adapt written information to meet parent/ child need Work with external agencies to identify need	Adaptions of print SEND time	Ongoing depending on need	Parents/ carers and children have access to print	
<b>Long Term targets</b>						
To continue to meet any specific future needs of pupils/families within school	Whole school	Assess needs and plan accordingly Identify any specialised support needed and seek advice Add to provision maps/risk assessments etc. Staff awareness and training where needed	-SEND time -All staff -Gov meetings	Ongoing	Needs of pupils met where ever possible	