Thinking deeply, loving abundantly, serving graciously, for the Glory of God

Our School Vision:

We believe that God's abundance is for everyone. Learning opportunities should be broad, inclusive and inspiring. Children must feel safe, secure and empowered to be risk takers. Creativity is nurtured and harnessed at every opportunity. We value each other's uniqueness with dignity and respect'.

Tunstall Church of England Primary School

Accessibility Plan 2023-2026

Reviewed: May 2023
Next date of review: May 2026

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Accessibility Plan: 2023-2026

Tunstall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Introduction

Tunstall School is an inclusive school in which the achievement and well-being of every child matters. We aim to promote tolerance and understanding of differences in a diverse community. Our children are encouraged to recognise and welcome individual differences because everyone is special. No child is discriminated against because of a learning need or disability. We empower all children to be risk takers by fostering a safe, secure environment. We value the abilities and achievements of all our children, and are committed to providing, for each child, the best possible environment for learning. We endeavour, where appropriate, to fully include all children, whilst meeting each child's individual needs.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that limits their movements, senses, or activities, having a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

Purpose of Plan

This plan shows how Tunstall School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Tunstall has a duty to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 (DDA) and have been replicated in the Equality Act 2010. This Accessibility Plan forms part of the Single Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

We are committed to providing a fully accessible environment and curriculum, which values and includes all pupils, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Areas of planning responsibilities

- **Increasing access for disabled pupils to the school curriculum:** this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

- **Improving access to the physical environment of schools:** this includes improvements to the physical environment of the school and physical aids to access education.

- **Improving the delivery of written information to disabled pupils:** this will include planning to make written information that is normally provided by the school to its pupils available to

disabled pupils. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Tunstall School has been in its new building since April 2016. The school is a two storey building with wide corridors and several access points from outside. Foundation Stage and Key Stage 1 areas are all on the ground floor with wide door access to all rooms. The halls are on the ground floor and are accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement. School staff are trained in the operation of the lift. Training is reviewed annually. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one on each floor. All these are fitted with a handrail and pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users. All gates onto the site are wide access.

Outside Space

On-site car parking for staff and visitors includes 5 dedicated disabled parking bays and lowered curbs. There are two playing fields, a multipurpose hard surface area and playground situated behind the school building. Sports day, PTA events and day to day physical education activities take place on these areas. This is fully accessible to wheelchair users.

Current Range of known disabilities 2022/2023

The school has children with a range of disabilities that include:

- Moderate Learning Difficulties
- Significant, Lifelong Learning Difficulties
- Specific Learning Difficulties
- Multi-Sensory Difficulties

At present we have no wheelchair dependent pupils, parents/carers or members of staff.
At present we have a walking frame dependent pupil, who also uses other walking assistant supports

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs with both mixed ability and ability groupings. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to and celebrated for attending after school clubs, leisure and cultural activities and educational visits. We nurture and harness creativity at every opportunity. The only exception would occur if a child's participation jeopardised the safety of others or the child themselves.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in	Offer CPD for multisensory teaching, differentiation and	Ongoing and	SLT	Raised staff confidence in strategies for differentiation

differentiating the curriculum	recording methods. Monitor staff training needs.	as required		and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Staff access appropriate CPD. Monitor staff training needs.	As required	SENCO	Raised confidence of support staff.
Ensure classroom support staff are aware of curriculum access for disabled children	Overview of needs created for each class.	As required	SENCO	All staff aware of individual needs.
Use ICT software to support learning	Allocate designated IT equipment to children for recording work. Use of Clicker 7	As required	SENCO ICT Coordinator	Children are able to record and access learning using ICT.
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness.	As required	All class teachers	All pupils able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Gather and share information on accessible PE and disability sports.	As required	PE Coordinator SENCO	All to have access to PE and be able to excel.

Improving access to the physical environment of the school

At present Tunstall School plans in place for additional buildings. All planning will ensure buildings are accessible by all. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	1.To include resources and provision that increase access in the provision mapping process. 2.Be aware of all stakeholder's access needs and meet as appropriate. 3.Consider access needs during recruitment process.	1. Ongoing 2. Induction and ongoing if required 3. When called for interview	SLT	1.Personalised provision maps in place for all classes and all staff aware of pupils needs 2.All staff and governors feel confident their needs are met. 3. Access issues do not influence recruitment and retention issues
Layout of school to allow access for all current pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Headteacher Governors	Buildings are accessible and user-friendly for all
Ensure all disabled pupils can be safely evacuated	1. Put in place Personal Emergency Evacuation Plan	As required each Sept.	SENCO	All pupils and staff are safe in the event of a fire

	(PEEP) for all pupils with difficulties 2. Develop a system to ensure all staff are aware of their responsibilities			
Ensure accessibility of access to specialist IT equipment	1.Alternative equipment i.e. Clicker 7 to ensure access	Ongoing and as required	SENCO ICT Coordinator	Hardware and software available to meet the needs of children as appropriate
Ensure Hearing Loop in classrooms to support hearing impaired children if required	Consider the needs of hearing impaired children as and when required	As required	SENCO	Children with a hearing impairment to have access to a Hearing Loop in their classroom
Fire escape routes include refuge/safe areas with evacuation chair	Consider the needs of a child in a wheelchair as and when required	Ongoing	Headteacher	All disabled staff, pupils and visitors know the accessible fire escape routes

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, accessible to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils, we will establish the current level of need and respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	**Strategies**	**Time-scale**	**Responsibility**	**Success Criteria**
Review information to parents/carers to ensure it is accessible	1.Provide information and letters in clear print and "simple" English. 2.School office will support and help parents/carers to access information and complete school forms.	Ongoing	School office All staff	All parents/carers receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	Teachers Teacher Assistants	Children can access written information.
Annual review information to be as accessible as possible	Develop and adapt review formats that allow the child's	As required	SENCO	Children can contribute to meetings about their progress and

	view to be gathered.			access needs when appropriate.
Languages other than English to be visible in school	Multilingual displays around school.	As required	MFL/Language Acquisition Leads	Parents/carers and visitors feel welcome in our school.
Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENCO Class Teachers	Pupils and/or parents/carers feel supported and included.
Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information	Ensure information can be printed in Braille, enlarged print or additional languages as necessary.	As required	School Office/SENCO	All can access information about the school.