



Accessibility Plan 2025-2028

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Aims of the Accessibility Plan

This plan outlines how Tithe Barn Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if 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 sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

It is a statutory requirement that schools demonstrate how they have involved stakeholders with disabilities in drawing up the Accessibility Plan and the governors must report annually on the impact of their scheme.

The purpose and direction of the school's plan: vision and values

Tithe Barn Primary School has high ambitions for **all** of its pupils and expects them to participate and achieve in every aspect of school life.

At Tithe Barn Primary School our vision is for every child to develop a lifelong love of learning, "Every Child a Learner". We aim to be an inclusive school who encourage all of our pupils to set and achieve ambitious goals, face new challenges and know that success is within their reach, they just need to believe in themselves and put in their best effort.

Definition of disability

The Equalities Act defines a disabled person as someone who has '**a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities**' (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equalities Act '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Many children who have Special Educational Needs (SEN) will also be defined as having a

disability under the DDA. It is likely that many of the pupils who have an Education Health Care Plan or who are at *School Support* will count as disabled within the meaning of the Equalities Act. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equalities Act.

A significant number of pupils are therefore included in the definition. To determine whether the impairment affects normal day-to-day activity, it is necessary to consider whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Working with pupils with disabilities at Tithe Barn Primary School

Tithe barn Primary School takes the following steps in order to meet its obligations to children with disabilities:

- All children are tracked, including those who fall within the definition of 'disabled' under the Equalities Act
- Tracking plots progress and shows the need for Intervention Programmes and additional adult support to enable access to the curriculum, to make progress and to experience achievement.
- Updated Provision Maps are linked to tracking performance and data.
- Internal School Assessments and tracking allows subject leaders in core areas to look at specific cohorts across the school.
- Local and national trends in school population data assist the school to note links in future School Improvement Development Planning.
- Advanced information about children with disabilities who come to us are looked at in depth by our SENDCO. Where necessary, advice and information to provide the very best support is sought from outside agencies.
- Ensuring access to the curriculum has involved seeking specific resources for pupils with disabilities, e.g. alternative assessment and tracking systems, enlarged print, ICT equipment to promote writing, staff training for child with epilepsy, etc.
- Patterns of attendance are monitored and the Stockport Family 'Team around the school' works closely with the school if there are any issues to be addressed.
- Participation of those of our children with disabilities in their own time is promoted and encouraged.
- All children have access - as far as their disability allows - to all curriculum areas through providing extra adult support, intervention programmes and differentiated tasks – evident through planning in the core and foundations subject areas.

Access to curriculum - action plan				
Objectives	Tasks	Resources	Lead	Monitor
1. Develop an extensive training program for teaching assistants, enhancing their skills and strategies to effectively support the school's transition to a 16-place resource base.	Conduct a needs assessment, design the training program, and schedule training to enhance skills.	Survey tools, feedback forms, professional development materials, release time for TAs, external training providers, training facilities	DHT/SENCO	2024-2025 Appraisal system in place. Dop in with SALT/inclusion professionals. Lego therapy Language link Attention autism
2. Utilise evidence-based interventions to address specific learning needs, ensuring that every pupil can achieve their full potential.	Research and select effective interventions, train staff on implementation, and regularly monitor outcomes.	Educational research databases, intervention guides, release time for staff training, training costs	DHT/SENCO	2024-2025 Nessy purchased Language link trial for language link programme
3. Develop and refine adaptive teaching strategies to ensure that our pupils with the most complex needs can access the curriculum effectively.	Collaborate with Inclusion colleagues to refine practices, provide training, and review strategies based on feedback.	Collaboration time, teaching guides, release time for teachers, observation opportunities	DHT/SENCO and Headteacher	2024-2025 Advice given to teacgrs by inclusio teacher
Access to the physical environment - action plan				
Objectives	Tasks	Resources	Lead	Monitor

4. Create a well-equipped and accessible resource base that supports learning needs and enhances educational delivery.	Plan and design the layout, procure necessary equipment, and oversee the construction and setup.	Architectural plans, budget for equipment	DHT/SENCO and Headteacher	
5. Develop a sensory room to provide a calming and stimulating environment that supports the sensory needs of pupils.	Assess sensory needs, source and install equipment, and train staff on utilisation and maintenance.	Supplier catalogues, budget for sensory materials, staff training sessions	DHT/SENCO	
6. Improve intervention and shared spaces by enhancing organisation to promote a more conducive learning environment.	Conduct audits to identify issues, implement organisation plans, and regularly review for improvements.	Storage solutions, staff collaboration time	DHT/SENCO	
Access to information - action plan				
Objectives	Tasks	Resources	Lead	Monitor
7. Implement a new, clear SEN support plan format that highlights strengths and needs, facilitating smoother transitions between year groups and key phases.	Design a clear template, train staff on its use, and evaluate its effectiveness in facilitating transitions.	Release time for training, feedback mechanisms	DHT/SENCO	

8. Enhance communication and relationships with parents through regular newsletters and coffee mornings, fostering a supportive school community.	Develop a schedule for newsletters and coffee mornings, create engaging content, and gather feedback for improvement.	Communication platforms, budget for events, feedback forms, release time	DHT/SENCO	
9. Introduce and integrate a broader range of assistive technology to support diverse learning needs and improve access to information.	Assess current technology usage, procure suitable tools, and provide training for staff and pupils.	Budget for technology, training sessions, ongoing technical support	DHT/SENCO and Computing Lead	

