



Tadley Primary School
learning for life

Accessibility Plan

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Chair of Governors: David Lovelock

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Review Date: Summer 2027

Our Vision

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

Learning for Life the Tadley Way!

Pride Kindness Diversity Community

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2010 (SENDA). This is replicated in the Equality Act 2010.

Definition of Disability

The definition of Disability under the Equality Act 2010:

'A person has a disability if he or she has a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

This definition provides a relatively low threshold and includes more children than many realise:

- Long-term is defined as 'a year or more'
- Substantial is defined as 'more than minor or trivial'

This definition includes sensory impairments (sight, hearing etc) and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Statutory Responsibilities

The DDA places a duty on schools to provide an accessibility plan and to ensure this plan is implemented.

Key Objectives

To reduce and eliminate barriers to ensure that all pupils have access to the curriculum and participate fully in the school community.

Principles

Compliance with the DDA is consistent with the school's aims and the equal opportunities policy, and the operation of the school's SEND policy.

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It endorses the key principles in the National Curriculum 2014 framework which underpin the development of a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The school provides accessible toilets with changing facilities, wide corridors and doors, suitable lighting and accessibility lines on floors and doors. All parts of the school are wheelchair-accessible apart from one classroom; no pupil with accessibility difficulties would be timetabled in that room.

Aims

We aim to provide, where necessary:

- Access for disabled pupils to the school's curriculum in both our teaching and our learning, including participation in after-school clubs, leisure and cultural activities, PE (including swimming) or school visits
- Access to the physical environment through the use of physical aids such as handrails and accessible toilets
- Adjustments to enable individual pupils to access the curriculum, eg Braille, enlarged print, acoustic enhancement to a classroom
- Adjustments to enable parents/carers to access information, eg Braille, enlarged print, email.

The school will continue to seek and follow the advice of the LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

Linked Policies

This Plan will contribute to the review and revision of related school policies and documents-e.g:

- School development plan
- Building and site development plan
- SEN policy
- Equality Policy
- Curriculum Policies
- Supporting children at school with medical conditions policy

Reviewing the Plan

This plan will run for a period of 3 years from Summer 2026 to Summer 2029.

The plan is also available in alternative formats, on request to the school's main offices (e.g. email, enlarged print version, etc.).

ACCESSIBILITY PLAN 2026-2027

	Targets	Strategies	Outcome	Timeframe	Goals achieved/
Short Term	All staff & volunteers have the necessary training to teach and support disabled pupils in a mainstream setting. Opportunities are provided for staff to liaise with professional bodies to discuss progress and next steps	School requests support and training from the appropriate professional body eg specialist teacher advisory service, school nurse	Staff are fully trained and able to deal with disabilities within school	Within 1 month of a child joining who requires additional support	PBS, Maple Ridge & Hearing Impaired teachers consulted & support given.
	Ensure medical needs of pupils are fully understood and plans are in place for them. Plans are understood by all staff	Annual audit of medical needs. Identify and implement training plan for first aiders and names key workers. Follow care plans for pupils with significant medical conditions. Regular medical training for First Aid, allergies, diabetes, epilepsy and asthma.	All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively. Staff training is implemented at least annually or as necessary. All procedures are followed effectively.	New plans in place in September of child starting school. Plans drawn up as required.	Plan in place for child in Year 1 with heart condition. Care plans in place for children with allergies/medical needs & shared with all staff & plans in place in medical room & office.
	Classrooms are optimally organised for disabled pupils	Staff review class arrangements with disabled pupil(s) in mind	Staff are fully aware of child's needs and rooms are arranged appropriately to deal with those disabilities	Ongoing and as required	Classrooms are set up appropriately for children with needs such as own desks, spaces available,
	Information is provided and presented to pupils in a way that is user friendly where appropriate – eg enlarged copies, Braille, Makaton, symbols or by using technology etc	Training is provided for teachers and LSAs eg using different formats such as enlarging materials, Makaton, symbols	Children are able to access all information given in lessons, through different methods	As required	Widgits online purchased & visuals in place for children, coloured paper & overlays used. Work adapted to meet needs of child.
	Improve accessibility of information available to parents/carers.	Ensure website has an easy interface and improved accessibility including being mobile friendly. Provide other ways parents/carers can receive information based on need.	All stakeholders will be able to access the information they require.	Ongoing	Website has information – this is constantly reviewed to ensure it has the most up to date information and is accessible for our community.

	Risk assessments are completed for the classroom, school and schooltrips. Individual risk assessments are undertaken where necessary	Risk assessments are completed for the classroom, school and school visits, using the schools' risk assessment forms. Staff are aware of the necessary strategies to reduce the risks	Risk assessments are completed and show the strategies for reducing any potential risks. Disabled pupils are able to safely access the classroom, school and attend	Ongoing	Risk Assessments are in place as needed including individual risk assessments for trips when required.
	Ensure test papers are appropriately adapted when required.	To adapt test papers in line with the regulations set out in the DfE publications to ensure all children have equal access to the tests.	All children have equal access.	As required.	Papers are printed on to coloured paper or enlarged when needed.
	Interview pupils with disabilities and their families to ascertain their view on provision in the school	Audit of current provision and identify where it can be improved	Plan to incorporate views of pupils and their families. Action taken as and when required.	As required	To be conducted in Autumn 2024.
Long Term	The size and layout of classrooms and other school areas allow access for all pupils, including disabled pupils	Access to the building and all areas of the school are altered and/or re-organised according to need	Disabled pupils are able to access all areas of the school without limit. No pupil with accessibility issues is timetabled into the single inaccessible classroom	As required	Not needed but there is a ramp into school from the playground & the classes are all on one floor.
	Transition is planned for disabled children moving to other schools or classes	Meet/correspond with relevant staff to discuss the transfer of disabled children. Individual transition booklets	Relevant staff are informed of the needs of the disabled pupil	As required	All in place when required.
	The school has the appropriate facilities and equipment to support disabled pupils	Arrange for the installation of appropriate facilities and equipment	Appropriate facilities are installed	As required	One toilet adapted with rail for support for adults. If another toilet is needed for children they can use designated adult
	Access arrangements in place for disabled children to access end of Key Stage Assessments eg enlarged versions of tests	School to arrange suitable arrangements	Disabled pupils are able to access the end of Key Stage Assessments	As required	This is part of access arrangements and organised when needed.