



**Accessibility Statement
2023 - 2026**

Vision Statement

The Equality Act, Schedule 10 requires all schools to have an Accessibility Plan.

The purpose of Tenbury Primary Academy's Accessibility Plan is to meet the requirements of the Equality Act and to support:

- a) Increasing the extent to which pupils with a disability can participate in the curriculum;
- b) Improving the physical environment of the academy for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

Tenbury Primary Academy recognises that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

Tenbury Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010, with regard to disability and to continually developing a culture of inclusion, support and awareness within our academy. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our academy.

It will be shared with all employees, and in the wider academy, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the academy community, and not just the Local Governing Body and Headteacher.

Tenbury CE Primary Academy Accessibility Plan

Date: September 2023

Aim	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
Maintain inclusive quality first teaching	Adhere to and continually up-date the teaching and learning handbook which includes adapting and personalising the curriculum for pupils with additional needs-strategy sheets for different areas of need referred to and used as a checklist to ensure inclusive classroom practice.	All staff		Pupil Progress meetings every six weeks	Needs of all learners met within reasonable appropriate adjustments. Lesson observations, pupil progress meetings and school tracker show that all children make progress. All pupils accessing the curriculum.
Classrooms are organised to promote the participation and independence of all pupils	Review and implement preferred layout of furniture and equipment to support the learning in all classrooms for all children	All staff		Pupil progress meetings every six weeks Lesson observations and 'drop ins' termly Learning Walks by SIP, SLT, Governors	Classroom environments are ready for learning at all times
Continue providing additional support for children with communication and language difficulties	Continue regular liaison with speech and language therapist and deliver 1:1 specific speech and language target in Early Years and throughout school. Implement small group social communication activities. EYFS staff to complete S&L assessments and then use this to inform weekly planning activities and continuous	SENCO/ Specialist Teaching Assistants/ EYFS staff/ Speech and Language Therapist	Various S&L programmes 'Wellcome Pack' for EYFS S&L Therapist reports and	Pupil progress meetings every six weeks Speech Therapist visits Ongoing S&L assessments by staff to inform weekly	Children achieving individual targets and making progress with speech and language programmes. Children showing an understanding of other people's emotions and feelings and being able to interact appropriately

	provision. Pictorial representations used for pupils with complex needs in order to promote communication.		recommendations	planning meetings	with their peers.
To continue to improve accessibility for pupils with dyslexia	Purchase a range of resources to support pupils Visual stress assessments conducted by SENCO, where appropriate.	SENCO	Acetate coloured slides for reading, tinted paper and a range of writing tools.	Half termly Pupil Progress meetings Termly Provision Maps	Needs of all learners met within reasonable appropriate adjustments. Barriers to learning removed/decreased where possible
To support reading & writing for pupils with specific learning difficulties	Purchase a range of resources to support pupils	SENCO	Individual 'Toe by Toe' books 'Lexia' subscription Chrome Books Decodable reading books	Half termly Pupil Progress meetings Termly Provision Maps	Needs of all learners met within reasonable appropriate adjustments. Barriers to learning removed/decreased where possible
To ensure that staff are trained to support pupils with emotional needs.	Relevant staff are trained every 3 years in TEAMTeach	HT and SENCO	TEAMTeach Training	Latest training completed February 2021 Refresher training due Feb 2024	Staff able to support pupils with emotional needs appropriately
To ensure that staff are trained to support children with	One staff member is already trained as a 'Mental Health First Aider' They are currently completing the DfE recommended 'Senior Mental health lead'	HT	Mental health qualification, knowledge and resources	Training completed November 2023 and then ongoing. Will then be	Staff able to recognise and support pupils mental health needs appropriately

emotional well-being such as social and emotional difficulties and anxiety.	training			disseminated to staff on a regular basis.	
To provide children with additional sensory needs the opportunity to explore, rest, relax and have a safe space	Purchase of sensory tents and additional sensory resources	SENDCO	SEND resources	Half termly Pupil Progress meetings Termly Provision Maps	Pupils with complex sensory needs are allowed to dysregulate if needed.
Improve accessibility for pupils with physical difficulties	Early Years refurbishment for the Reception class to be scheduled in the main building and a new modular Nursery building to be constructed on site, including a new access route and play areas, which will fulfill all DDA requirements. This will replace the current two wooden mobile classrooms and negate the need for the ramps. Toilets will be purpose built with adequate changing facilities. Large disabled toilet also available in KS1 block. Adapted toilet seats and step are provided to ensure accessible to those with additional needs	DHMAT HT, staff and governors	Capital funding by DHMAT	Work to be started Spring 2024. Completion aimed for in 12 months	Physical environment in the Early Years is greatly improved and accessible to all.
Ensure all children with	Children have individual PEEP if appropriate and staff are aware of their	HT and SENDCO	PEEP	Termly evacuation	All children with disabilities can be safely

<p>physical disabilities can be safely evacuated from the building in the event of an emergency.</p>	<p>responsibilities. Emergency evacuations are practiced termly. All paperwork checked annually through Fire Risk Assessment</p>	<p>H&S SLA</p>		<p>practice</p>	<p>evacuated from the building in the event of an emergency.</p>
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Accessibility Audit

Tenbury CE Primary Academy

Date: September 2023

Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	Main entrances to both KS1 and KS2 blocks are suitable for wheelchair access	Maintain	Caretaker	Ongoing
Reception Area	Reception Area is suitable for wheel chair/disabled access	Maintain	Caretaker	Ongoing
Parking area	Parking on the school site is extremely limited. One parking space has been allocated as disabled parking with appropriate signage	Maintain	Caretaker	Ongoing
Number of floors	KS1 block -1 KS2 block - 2			
Lifts	n/a			
Ramps	There are ramps which provide disabled access to both the Nursery and Reception classrooms	Maintain	Caretaker	Ongoing
Toilets	There is a large and easily accessible disabled toilet in the KS1 block.	Maintain	Caretaker/Cleaners	Ongoing
Corridor access	Corridors are generally wide and accessible	Maintain	Caretaker/staff	Ongoing
Signage	Signage is appropriate and clear		HT/Caretaker	Ongoing
Emergency access routes	Emergency access routes are clear and well signposted		HT/Caretaker/staff	Ongoing

Lighting	All lighting has been replaced throughout the school with modern LED lighting, thus improving the learning environment for all pupils and ensuring more accessibility for pupils with a visual impairment.	Maintain	Caretaker	Ongoing
Pathways	Pathways are kept clear	Maintain	Caretaker	Ongoing
Playing fields/ playground	The playing field and playground is easily accessible to all pupils/visitors		Caretaker	Ongoing
Classrooms	Most classrooms are easily accessible	Consider allocation of classrooms depending on physical access as and when appropriate eg. Y5/Y6 classrooms currently at top of stairs.	HT and staff	Ongoing