



Accessibility Plan 2020-2023 updated April 2020

Adopted: March 2017/April 2020

Review date: April 2023

1. Statutory Requirements

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Public Sector Equality Duties

A single Public Sector Equality Duty was introduced in April 2011 which applies to public bodies including maintained schools and academies and extends to certain Protected Characteristics (including disability). This combined equality duty requires public bodies to:

- Eliminate discrimination and other conduct which are prohibited under the Act.
- Advance equality of opportunity between people who share a Protected Characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a Protected Characteristic and those who do not.

Due regard must be given by public bodies to the three elements outlined above – giving relevant and proportionate consideration to the duty.

Tang Hall Primary School has adopted this accessibility plan in line with the school's **special educational needs and inclusion policy** with the aim of ensuring that our school is socially and

academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs and inclusion policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the school and access to information particular to children with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs and inclusion policy** for an outline of our full provision to support pupils with SEND and our school report posted on the website.

2. Engagement with different communities

To review the previous accessibility plan and identify equality issues and outcomes a number of different communities have been consulted with including:

- Children
- Parents and Carers
- Staff
- Others who use Tang Hall's school facilities.

Feedback from engagement with the four communities highlighted the following three targets:

Engagement Feedback	Equality Issue	Equality Outcome
1. Planning for school visits/extra-curricular activities should to be discussed with parents/carers prior to the visit	To avoid unintentional discrimination through lack of consideration of specific needs	All pupils have fair and equal access to school visits.
2. Children with specific needs can be at risk of limited integration with their peers due to the level of teaching assistant support they need	To avoid children having reduced opportunities to mix with their peers through the contact that they have with the adults around them	For pupils with SEN to show increased engagement with other peers with – this will be shown through Student Voice, lesson observation and social time observations.
3. Writing information and accessing learning through writing.	Children with issues regarding conventional recording routines can be disadvantaged if they have to write information.	For all children to have equal access to support either voice activated or scribe and to feel secure in their use of this. This will be achieved through improved communication and the use of alternative technologies.

3. Impact Assessment

Area of priority identified		Impact Assessment
Curriculum	<ul style="list-style-type: none"> • Work with the specialist teaching team to ensure curriculum is accessible to all students. • Consider alternative means of recording using laptops with specific software, when appropriate • Ensure homework projects are accessible for all • Encourage children to participate in extra-curricular activities • Develop the range of extra-curricular activities • Ensure children have access to educational resources • Ensure children, staff, parents and governors are consulted to further develop the Accessibility Plan. • Continued review of pupil needs and awareness of availability of tools to support individuals 	<ul style="list-style-type: none"> • Close liaison takes place with relevant members of the Specialist Teaching Team including staff training wherever relevant at the start of the academic year. Targeted children make consistent very good progress as a result. • All staff received training on the use of iPads and a variety of tools to support children in all aspects of the curriculum • Increased pupil use of alternative technologies is apparent through investment in software and hardware to support targeted groups. • Home work has been differentiated and received positive comment from parents • Areas of responsibility are shared with all learning groups • SENCO to monitor, through data analysis, pupil voice and speaking with staff to ensure all children are making progress
Physical Access	<ul style="list-style-type: none"> • Review the site annually • Review the allocation, availability and state of repair of disabled car parking bay on site • Visual fire alert, as well as the alarm • Investigate a hearing loop in the main entrance • To maintain the hoist and to ensure it is kept clear for use 	<ul style="list-style-type: none"> • The site has been reviewed by key representatives of all stakeholders and is mainly accessible with several improvements identified • The Office Administrator and Site Manager observe the appropriate use of the parking bay and repaint the markings • Site Manager will look into installing a visual alert during a fire practice • Site Manager and Sarah Richardson to investigate – to make site more accessible to all visitors • All staff to ensure the hoist is kept clear. Site Manager to arrange maintenance
Written Information	<ul style="list-style-type: none"> • Liaise with the specialist teaching service to ensure that written information is accessible to children e.g. different print sizes • Review communication tools 	<ul style="list-style-type: none"> • Liaison with the Specialist Teaching Team and the use of suitable electronic learning material has increased the ability of the school to respond to this need • SLT and Mrs Sturgeon (IT) to seek parents feedback on how they like to be informed of school issues and events to reduce the need to send letters out more than once

4. Accessibility Plan

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
All staff to have accessibility training	Yes	Better planning of extracurricular activities	Yes	Fair access for all for all extracurricular activities	Yes	Full inclusion of whole school population in extracurricular activities
Staff to plan school visits and inform parents of children with identified needs prior to the visit	Yes	To avoid unintentional discrimination through lack of understanding of specific needs/requirements when away from the school site	Yes	All children to have fair and equal access where needs can be met	Yes	Well established procedures
Specific Training to be offered for key staff – teaching or supporting children with differing SEN needs	Yes	Improved knowledge of strategies and techniques to address learning needs.	Yes	To make these annual events		All staff to be fully aware and offering the correct support to children to meet their needs
Teaching and learning						
Teachers to offer individual resources and games for children with special needs	Yes	Detailed information will be given to parents/carers to support their child	Yes	Develop use of IT and other resources to widen access to written texts		
Ensure children who access 1to1 support are not at risk of limited integration with their peers	Yes	Regular whole class activities outlined on the personal plan	Yes	Regular discussions with children will assess their views	Yes	All staff ensure daily access
Increased use of alternative technologies to increase independence	Yes	Review current use of laptops within school	Yes	Develop staff use of specific software –	Yes	Embed pupil and staff use of specific software

Develop the use of workstations	Yes	Ensure independence and regular use	Yes	Consistent use of work station strategies	Yes	This becomes an integral part of school systems
Writing information and accessing learning through writing	Yes	Equality of opportunity for children who find conventional methods limiting	Yes	Consistent use of systems	Yes	

This accessibility checklist and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

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