



Tintagel Primary School & Nursery Accessibility Plan 2023-2024

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

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

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - 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 the school leadership have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,

- respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

This plan is reviewed annually to take into account the changing needs of the school and its pupils and where the school has undergone refurbishment.

Accessibility Action Plan

Planning Duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on the equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parent/carers.

| | Identified Area for Further Development | Accessibility Outcome INTENT | Action to ensure Outcome IMPLEMENTATION | Who is responsible | Time Frame | Reflection of Outcome IMPACT | Review Date |
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| Short Term | Early Identification of SEND Needs & barriers to learning | To ensure that the school is better placed to anticipate the needs of both current and potential future DSEN pupils so that potential accessibility gaps in the curriculum are identified and addressed swiftly and effectively. | Regular and ongoing audit of curriculum design by all staff and subject leads | All staff Subject Leads Head of School SENDCo | Ongoing throughout the academic year | DSEN pupils can access the full curriculum offer | Termly and end of school year as part of SEF and curriculum design |
| | | | Development of assessments across the four broad areas of need to identify potential barriers and inform next steps | Subject Leads SENDCo Head of School | Autumn Term 2023 | Assessments are used rigorously & effectively by all staff to identify potential barriers to learning and inform next steps | Termly as part of the APDR cycles |

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| Short Term | Staff confidence and ability to support pupils with SEND | To ensure that all staff have the skills to support pupils with SEND and successfully adapt all areas of the curriculum | <p>Audit current skills of staff</p> <p>Audit current SEND context of school using the 4 Broad Areas of Need</p> <p>Annual plan of CPD for all staff to be devised and delivered over the next academic year through INSET days, PDMs and TA meetings</p> <p>Strategically targeted CPD linked to SDP and Performance Management cycles for all staff</p> | <p>SENDCo</p> <p>SENDCo Head of School</p> <p>Head of School SENDCo Subject Leads</p> | <p>Autumn Term 2023</p> <p>Autumn Term 2023</p> <p>Ongoing throughout academic year</p> <p>Ongoing throughout the academic year but linked to Performance Management Cycles</p> | <p>Staff members have the skills to adapt and deliver the curriculum to pupils with SEND</p> <p>Staff members have the skills to support pupils with SEND across the 4 Broad Areas of Need</p> | <p>Ongoing review with final review Summer 2 2024</p> <p>Ongoing review with final review Summer 2 2024</p> <p>Review opportunities through performance management cycles</p> |
| Short Term | School trips and enrichment opportunities continue to be accessible to all pupils with SEND | To ensure that all school trips and enrichment opportunities continue to be planned with SEND children in mind and this is explicitly captured in the planning stage. | Needs of pupils taken into consideration at planning stage of all enrichment opportunities (including where applicable those on part-time timetables) | Teachers, SENDCo and external providers | Ongoing as part of termly Curriculum Planning release | All school trips continue and enriched opportunities to be planned with SEND children in mind and this is explicitly captured in the planning stage. | <p>Ongoing termly</p> <p>Final review Summer 2 2024</p> |

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| | | | <p>Risk Assessments and planning documents explicitly highlight pupils with SEND and support provided to enable access to opportunities</p> <p>DSEN pupils can access the full curriculum offer and are empowered to meet new challenges in line with their peers</p> | <p>SLT monitoring</p> <p>Teachers, SENDCo and external providers</p> | | | |
| Short Term | Access to the Digital Offer | To ensure that SEND pupils are able to access the Digital Offer and that there is equity of provision for all pupils. | <p>Audit and support package offered to all parents</p> <p>Specific focus of 'task design' on Seesaw and Tapestry i.e. auditory and visual with text as required</p> <p>Further personalised levels of support offered to individual families as required</p> | <p>Head of School Subject Lead Teachers SENDCo</p> <p>SLT monitoring</p> <p>SENDCo monitoring of learning tasks</p> | Ongoing as part of online learning design | <p>All SEND pupils are able to access the Digital Offer and that there is equity of provision for all pupils</p> <p>Home learning tasks are consistently pitched at an appropriate level to ensure SEND pupils can access and complete these</p> | Termly and end of academic year Summer 2 2024 as part of SEF |

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| | | | <p>SEND pupils can access the full curriculum offer including home learning challenges</p> <p>Home learning challenges are at an appropriate level and personalised to the needs of the pupil</p> <p>DSEN pupils can access the full curriculum offer and respond to home learning challenges at an appropriate level</p> | | | <p>independently ~ this includes modifications to enable access</p> <p>SEND pupils can access the digital learning offer at home</p> | |
| Medium Term | Access for SEND pupils to extracurricular activities | To continue to monitor and strategically plan and deploy access for SEND pupils to extra-curricular activities | <p>Needs of pupils taken into consideration at planning stage of all extra-curricular opportunities</p> <p>Explicit reference to SEND pupils on Risk Assessments and planning documents</p> | Teachers TAs SENDCo Head of School External Providers | Spring 2024 – Summer 2024 | <p>All SEND pupils are able to access a range of extra-curricular activities</p> <p>Where it is not possible for a child with SEND to attend extracurricular activities after</p> | <p>Termly</p> <p>Final review Summer Term 2 2024</p> |

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| | | | Ensure differentiation / scaffolding are in place and barriers removed | | | school, opportunities to attend a lunchtime club are provided External providers know the needs of SEND pupils and their barriers to learning, to ensure these are removed | |
| Long Term | Further development of the use of IT to remove barriers to learning for pupils with SEND | To ensure that SEND pupils have access to a range of IT that supports them with accessing the curriculum and removes barriers to learning | Audit of current IT used to support pupils learning and access to the curriculum Meeting with Aspire IT Lead / Team to establish IT offer over the MAT e.g. number of licenses and to support with the development of IT to remove barriers to learning Development of IT offer to support access to the | IT Lead SENDCo GH ~ Digital Learning SENDCo to meet with Giles Head of School IT Lead SENDCo Teachers | Start Autumn 1 2023 then ongoing termly | Successful implementation of a range of IT to support pupils with SEND and to remove barriers to learning Increased staff confidence with the use and implementation of IT to support pupils with SEND Increased pupil confidence with using IT to enable access | End of Autumn Term 1 2023 and then termly with final review Summer 2024 to inform SEF and SDP |

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| | | | <p>curriculum for pupils with SEND</p> <p>Audit of staff confidence and ability to use IT to support pupils with SEND to access the curriculum</p> <p>CPD for all staff with the use of IT to support pupils with SEND with the support of Aspire IT Team</p> | <p>TAs</p> <p>SENDCo IT Lead Teachers TAs</p> <p>IT Lead SENDCo Aspire IT Team/Lead</p> | | to the curriculum | |
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Planning Duty 2: Physical Environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on the equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parent/carers.

| | Identified Area for Further Development | Accessibility Outcome INTENT | Action to ensure Outcome IMPLEMENTATION | Who is responsible | Time Frame | Reflection of Outcome IMPACT | Review Date |
|-------------------|--|--|--|--|-------------------|--|---|
| Short Term | Review of Personal Emergency Evacuation Plans for pupils with SEND | To ensure that Personal Emergency Evacuation Plans (PEEPs) with identified exit routes are updated for all SEND pupils that require these due to their needs | Identification of pupils that require a PEEP PEEPs updated accordingly with exit routes | Teachers/TAs SENDCo Head of School Head of School SENDCo | Autumn Term 2023 | Targeted pupils and all adults in school are fully aware of PEEP's and emergency exit strategies and routes for pupils with SEND | Ongoing as pupils with SEND transition into school Final review ~ Summer Term 2024 |
| Short Term | Classroom Environments | To ensure that classroom environments are optimally organised and adapted to ensure that all areas are accessibly to | Staff to continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all Staff to continue to develop the | SENDCo Head of School SLT/SMT Teachers TAs Multi-agency professionals | Autumn Term 2023 | Classrooms are calm, learning environments where learning is made visible. SEND pupils know how and where to access | Ongoing termly |

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| | | SEND pupils within the class | use of auditing tools to ensure the needs of all pupils are met Classrooms are free of clutter and kept tidy at all times | | | resources that will support them with their learning | |
| Medium Term | Outdoor Learning Spaces | To further develop the outdoor learning spaces to support curriculum delivery and development To further develop the outdoor learning spaces to ensure that there are safe 'break out' areas for pupils that support self-regulation | Identification of further opportunities to develop the outdoor learning spaces to support access to the curriculum and to enrich learning experiences for all children including those with SEND | Head of School SENDCo All staff | Autumn Term 2023 | Development of outside learning environments to support curriculum delivery and enriched learning opportunities Outdoor spaces are accessible to all pupils with SEND Break-out areas are available to support pupils with self-regulation | Spring Term 2024 Final review Summer 2024 |
| Long Term | All Learning Environments | To ensure that all learning environments including classrooms, library, nurture | Staff to continue to work with SENDCo and other professionals to ensure classroom | SENDCo SENDCo Head of School | Autumn Term 2023 Autumn Term 2023 | All learning spaces are optimally organised to support all pupils with SEND | Ongoing review Final review Summer 2 2024 |

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| | | rooms and outdoor learning spaces are optimally organised to support pupils with SEND across all 4 | <p>environments are accessible to all</p> <p>Staff to continue to develop the use of auditing tools to ensure the needs of all pupils are met</p> <p>All learning spaces including outdoor spaces are free of clutter and kept tidy at all times</p> <p>Learning is made visible with 'visual hooks' to support the recall of prior learning</p> | <p>Head of School SENDCo Subject Leads</p> <p>Aspire Site Team All staff</p> <p>All staff</p> | Ongoing throughout academic year | | |
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Planning Duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on the equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parent/carers.

| | Identified Area for Further Development | Accessibility Outcome INTENT | Action to ensure Outcome IMPLEMENTATION | Who is responsible | Time Frame | Reflection of Outcome IMPACT | Review Date |
|-------------------|--|--|---|---|-------------------|---|---|
| Short Term | Accessibility of information aimed at pupils with SEND | To ensure that all pupils with SEND are consulted with the accessibility of information directly aimed at them including but limited to; See-Saw, Times Tables Rock Stars, Spelling Shed, text books | <p>Audit of accessibility of information with pupils with SEND through pupil voice</p> <p>Additional Tapestry subscriptions purchased for DSEN families as relevant</p> <p>Provision of devices for families with barriers to digital access from</p> <p>Monitoring of pupil access ongoing</p> | SENDCo Teachers Subject Leads Head of School Admin Team | Spring Term 2024 | <p>SEND pupils are represented on the pupil leadership team</p> <p>Identified areas of difficulty to accessibility of information is actioned with barriers removed</p> | Ongoing review with final review Summer Term 2 2024 |

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| | | | through teacher home learning review cycles. | | | | |
| Medium Term | Accessibility of written information to both pupils and parents/carers with SEND | To ensure that all written information aimed at pupils and/or parent carers are accessible for those with SEND | Consult parents/carers and pupils regarding the accessibility of written information aimed at them Admin team to provide core information for parents/carers in a variety of suitable formats | SENDCo Head of School SLT/SMT Admin team | Spring Term 2024 | Written information is fully accessible to pupils with SEND / parents or carers with SEND | Spring 2024 Ongoing reviews in response to consultations and responses Final review Summer Term 2 2024 |
| Long Term | Accessibility of the School website for pupils and people with SEND | To ensure that all areas of the School website are accessible to young people and others with SEND | Audit of the School website by staff Gain parent/carer and pupil voice regarding accessibility of the School website | Head of School SENDCo Subject Leads Teachers TAs Head of School SENDCo Subject Leads Admin staff | Spring Term 2024 | The website is fully accessible to people with SEND | Spring Term 1 2024 then ongoing Final review Summer 2 2024 |