Tintagel Primary School Accessibility Plan 2022-2023

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

- In performing their duties the school leadership have regard to the Equality Act 2010
- Our setting
    o recognises and values the young person's knowledge/parents' knowledge of their child's disability
    o recognises the effect their disability has on his/her ability to carry out activities,

- o 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
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

Development of assessments across the four broad areas of need to identify potential barriers and inform next steps | All staff
Subject Leads
Head of School
SENDCo

Subject Leads
SENDCo
Head of School | Ongoing throughout the academic year

Autumn Term 2022 | DSEN pupils can access the full curriculum offer

Assessments are used rigorously & effectively by all staff to identify potential barriers to learning and inform next steps | Termly and end of school year as part of SEF and curriculum design

Termly as part of the APDR cycles |

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	Audit current skills of staff	SENDCo	Autumn Term 2022	Staff members have the skills to adapt and deliver the curriculum to pupils with SEND	Ongoing review with final review Summer 2 2022
			Audit current SEND context of school using the 4 Broad Areas of Need	SENDCo Head of School	Autumn Term 2022		
			Annual plan of CPD for all staff to be devised and delivered over the next academic year through INSET days, PDMs and TA meetings	Head of School SENDCo Subject Leads	Ongoing throughout academic year	Staff members have the skills to support pupils with SEND across the 4 Broad Areas of Need	Ongoing review with final review Summer 2 2022
			Strategically targeted CPD linked to SDP and Performance Management cycles for all staff		Ongoing throughout the academic year but linked to Performance Management Cycles		Review opportunities through performance management cycles
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 SLT monitoring	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.	Ongoing termly Final review Summer 2 2021

			Risk Assessments and planning documents explicitly highlight pupils with SEND and support provided to enable access to opportunities

DSEN pupils can access the full curriculum offer and are empowered to meet new challenges in line with their peers | Teachers, SENDCo and external providers | | | |
| **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. | Audit and support package offered to all parents

Specific focus of 'task design' on Seesaw and Tapestry i.e. auditory and visual with text as required

Further personalised levels of support offered to individual families as required | Head of School Subject Lead Teachers SENDCo

SLT monitoring

SENDCo monitoring of learning tasks | Ongoing as part of online learning design | All SEND pupils are able to access the Digital Offer ant that there is equity of provision for all pupils

Home learning tasks are consistently pitched at an appropriate level to ensure SEND pupils can access and complete these | Termly and end of academic year Summer 2 2023 as part of SEF |

			SEND pupils can access the full curriculum offer including home learning challenges Home learning challenges are at an appropriate level and personalised to the needs of the pupil DSEN pupils can access the full curriculum offer and respond to home learning challenges at an appropriate level			independently ~ this includes modifications to enable access SEND pupils can access the digital learning offer at home	
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	Needs of pupils taken into consideration at planning stage of all extra-curricular opportunities Explicit reference to SEND pupils on Risk Assessments and planning documents	Teachers TAs SENDCo Head of School External Providers	Spring 2023 – Summer 2023	All SEND pupils are able to access a range of extra-curricular activities Where it is not possible for a child with SEND to attend extracurricular activities after	Termly Final review Summer Term 2 2023

			Ensure differentiation is 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 SENDCo to meet with Giles Head of School IT Lead SENDCo Teachers	Start Autumn 2 2022 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 2 2022 and then termly with final review Summer 2023 to inform SEF and SDP

			curriculum for pupils with SEND	TAs		to the curriculum	
			Audit of staff confidence and ability to use IT to support pupils with SEND to access the curriculum	SENDCo IT Lead Teachers TAs			
			CPD for all staff with the use of IT to support pupils with SEND with the support of Aspire IT Team	IT Lead SENDCo Aspire IT Team/Lead			

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 2022	Targeted pupils and all adults in school are fully aware of PEEPs and emergency exit strategies and routes for pupils with SEND	Ongoing as pupils with SEND transition into school Final review ~ Summer Term 2022
Short Term	Classroom Environments	To ensure that classroom environments	Staff to continue to work with SENDCo and other	SENDCo Head of School SLT/SMT	Autumn Term 2022	Classrooms are calm, learning environments	Ongoing termly

		are optimally organised and adapted to ensure that all areas are accessibly to SEND pupils within the class	professionals to ensure classroom environments are accessible to all Staff to continue to develop the use of auditing tools to ensure the needs of all pupils are met Classrooms are free of clutter and kept tidy at all times	Teachers TAs Multi-agency professionals		where learning is made visible. SEND pupils know how and where to access 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 2022	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	Spring Term 2023 Final review Summer 2023

						with self-regulation	
Long Term	All Learning Environments	To ensure that **all** learning environments including classrooms, library, nurture rooms and outdoor learning spaces are optimally organised to support pupils with SEND across all 4	Staff to continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all Staff to continue to develop the use of auditing tools to ensure the needs of all pupils are met All learning spaces including outdoor spaces are free of clutter and kept tidy at all times Learning is made visible with 'visual hooks' to support the recall of prior learning	SENDCo SENDCo Head of School Head of School SENDCo Subject Leads Aspire Site Team All staff	Autumn Term 2022 Autumn Term 2022 Ongoing throughout academic year	All learning spaces are optimally organised to support all pupils with SEND	Ongoing review Final review Summer 2 2023

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, text books	Audit of accessibility of information with pupils with SEND through pupil voice

Additional Tapestry subscriptions purchased for DSEN families as relevant | SENDCo Teachers Subject Leads Head of School Admin Team | Spring Term 2023 | SEND pupils are represented on the pupil leadership team

Identified areas of difficulty to accessibility of information is actioned with barriers removed | Ongoing review with final review Summer Term 2 2023 |

| | | | Provision of devices for families with barriers to digital access from

Monitoring of pupil access ongoing through teacher home learning review cycles. | | | | |
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| **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 2023 | Written information is fully accessible to pupils with SEND / parents or carers with SEND | Spring 2023 Ongoing reviews in response to consultations and responses Final review Summer Term 2 2023 |
| **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 | Head of School SENDCo Subject Leads Teachers TAs

Head of School SENDCo | Spring Term 2023 | The website is fully accessible to people with SEND | Spring Term 1 2023 then ongoing

Final review Summer 2 2023 |

			regarding accessibility of the School website	Subject Leads Admin staff			