



## **Tintagel Primary School & Nursery Accessibility Plan 2024-2025**

### **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.

### **Increasing Access for Disabled Pupils to the School Curriculum**

- Our school curriculum is designed to be aspirational and inclusive with all pupils being able to access learning.
- All school visits planned with individual needs in mind and support is in place to ensure all pupils are able to access activities/events.
- Where challenges are identified, support and advice from relevant agencies are sought in order to adapt the curriculum or premises as required.

### **Improving Access to the Physical Environment of the School**

- External agencies and the Aspire Premises Team support the school to ensure the physical environment is adapted to support the needs of the pupils and other stakeholders, where possible.

### **Improving the Delivery of Written Information to Disabled Pupils**

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils with differing needs and on an individual basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. In addition, social media is used to communicate key information. In the event that we become aware that parents are not accessing / able to access the information, verbal communication is used and consideration is made of alternative ways to support the family.

### **Financial Planning and Control**

The Head of School, Senior Leadership Team and Aspire Finance Team 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

### Compliance With the Equality Act

	Identified Area for Further Development	Accessibility Outcome INTENT	Action to ensure Outcome IMPLEMENTATION	Who is responsible	Time Frame	Reflection of Outcome IMPACT	Review Date
<b>Short Term</b>	None identified at this time considering current staffing and pupils. Adaptations would need to be made should a member of staff/pupil join with a hearing impairment or/and complex physical needs.						

**Planning Duty 1: Curriculum (Statutory)**

The Senior Leadership Team 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.

	<b>Identified Area for Further Development</b>	<b>Accessibility Outcome INTENT</b>	<b>Action to ensure Outcome IMPLEMENTATION</b>	<b>Who is responsible</b>	<b>Time Frame</b>	<b>Reflection of Outcome IMPACT</b>	<b>Review Date</b>
<b>Short Term</b>	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 2024	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
<b>Short Term</b>	Staff confidence, knowledge and ability to support pupils with SEND	To ensure that all staff have the knowledge and skills to support pupils	Audit current skills of staff  Audit current SEND context of school	SENDCo  SENDCo Head of School	Autumn Term 2024  Autumn Term 2024	Staff members have the skills to adapt and deliver the	Ongoing review with final review Summer 2 2025

		with SEND and successfully adapt all areas of the curriculum	<p>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>	Head of School SENDCo Subject Leads	<p>Ongoing throughout academic year</p> <p>Ongoing throughout the academic year but linked to Performance Management Cycles</p>	<p>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 2025</p> <p>Review opportunities through performance management cycles</p>
<b>Short Term</b>	School trips and enrichment opportunities continue to be accessible to <b>all</b> 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.	<p>Needs of pupils taken into consideration at planning stage of all enrichment opportunities (including where applicable those on part-time timetables)</p> <p>Risk Assessments and planning documents explicitly highlight pupils with SEND and support</p>	<p>Teachers, SENDCo and external providers</p> <p>SLT monitoring</p>	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 2025</p>

			<p>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>	Teachers, SENDCo and external providers			
<b>Medium Term</b>	Access to resources, specialist equipment and learning aids to support access to the curriculum and remove barriers to learning	To ensure that SEND pupils are able to access resources and learning aids to support access to the curriculum and to ensure that there is equity of provision for all pupils.	<p>Audit and monitoring of use of resources, specialist equipment and learning aids including the ability of pupils to access and use these independently.</p> <p>Further CPD on scaffolding across the curriculum &amp; pedagogy.</p> <p>Further CPD on the use of visual and physical resources to remove barriers to learning across</p>	<p>Head of School Subject Lead Teachers SENDCo</p> <p>SLT monitoring</p> <p>SENDCo Subject Leads Head of School</p> <p>SENDCo</p>	Ongoing – reviewed termly	<p>All SEND pupils are able to access resources and learning aids with increased independence to support access to the curriculum and to ensure 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 2025

			<p>the 4 Broad Areas of Need.</p> <p>SEND pupils can access the full curriculum offer including home learning challenges at an appropriate level.</p> <p>SENDCo to liaise with external agencies to ensure that pupils have the specialist equipment they require to fully access the curriculum</p>	<p>SENDCo / SLT/ Subject monitoring of learning tasks</p> <p>SENDCo</p>		<p>independently ~ this includes modifications to enable access</p> <p>SEND pupils can access the digital learning offer at home</p>	
<b>Medium Term</b>	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 2025 – Summer 2025	<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 school,</p>	<p>Termly</p> <p>Final review Summer Term 2 2025</p>

			Ensure differentiation / scaffolding are in place and barriers removed			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	
<b>Long Term</b>	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 curriculum for pupils with SEND	IT Lead SENDCo GH ~ Digital Learning  SENDCo to meet with Giles  Head of School IT Lead SENDCo Teachers TAs	Start Autumn 1 2024 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 to the curriculum	End of Autumn Term 1 2024 and then termly with final review Summer 2025 to inform SEF and SDP



			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 (Statutory)**

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities can access the physical environment 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.

	<b>Identified Area for Further Development</b>	<b>Accessibility Outcome INTENT</b>	<b>Action to ensure Outcome IMPLEMENTATION</b>	<b>Who is responsible</b>	<b>Time Frame</b>	<b>Reflection of Outcome IMPACT</b>	<b>Review Date</b>
<b>Short Term</b>	Review of Personal Emergency Evacuation Plans for pupils with SEND	To ensure that Personal Emergency Evacuation	Identification of pupils that require a PEEP	Teachers/TAs SENDCo Head of School	Autumn Term 2024	Targeted pupils and all adults in school are fully aware of PEEPs	Ongoing as pupils with SEND transition into school

		Plans (PEEPs) with identified exit routes are updated for all SEND pupils that require these due to their needs	PEEPs updated accordingly with exit routes	Head of School SENDCo		and emergency exit strategies and routes for pupils with SEND	Final review ~ Summer Term 2025
<b>Short Term</b>	Classroom Environments	To ensure that classroom environments are optimally organised, uncluttered and adapted to ensure that all areas are accessibly to SEND pupils within the class	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  Classrooms are free of clutter and kept tidy at all times  Environment Walks	SENDCo Head of School SLT/SMT Teachers TAs Multi-agency professionals  SLT	Autumn Term 2024	Classrooms are calm, learning environments where learning is made visible.  SEND pupils know how and where to access resources that will support them with their learning	Ongoing termly
<b>Medium Term</b>	Outdoor Learning Spaces	To further develop the outdoor learning spaces to support	Identification of further opportunities to develop the outdoor learning	Head of School SENDCo All staff	Autumn Term 2024	Development of outside learning environments to support curriculum	Spring Term 2025 Final review Summer 2025

		<p>curriculum delivery and development</p> <p>To further develop the outdoor learning spaces to ensure that there are safe 'break out' areas for pupils that support self-regulation</p>	<p>spaces to support access to the curriculum and to enrich learning experiences for all children including those with SEND</p>			<p>delivery and enriched learning opportunities</p> <p>Outdoor spaces are accessible to all pupils with SEND</p> <p>Break-out areas are available to support pupils with self-regulation</p>	
<b>Long Term</b>	All Learning Environments	<p>To ensure that <b>all</b> learning environments including classrooms, library, nurture rooms and outdoor learning spaces are optimally organised to support pupils with SEND across all 4 Broad Area of Need</p>	<p>Staff to continue to work with SENDCo and other professionals to ensure classroom 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>SENDCo</p> <p>SENDCo Head of School</p> <p>Head of School SENDCo Subject Leads</p> <p>Aspire Site Team All staff</p>	<p>Autumn Term 2024</p> <p>Autumn Term 2024</p> <p>Ongoing throughout academic year</p>	<p>All learning spaces are optimally organised to support all pupils with SEND</p>	<p>Ongoing review</p> <p>Final review Summer 2 2025</p>

			Learning is made visible with 'visual hooks' to support the recall of prior learning	All staff			
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### **Planning Duty 3: Information, Guidance & Advice (Statutory)**

The Senior Leadership Team should undertake an audit of the extent to which pupils with disabilities and parents/carers can access information, guidance and advice 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.

	<b>Identified Area for Further Development</b>	<b>Accessibility Outcome INTENT</b>	<b>Action to ensure Outcome IMPLEMENTATION</b>	<b>Who is responsible</b>	<b>Time Frame</b>	<b>Reflection of Outcome IMPACT</b>	<b>Review Date</b>
<b>Short Term</b>	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, delivery of curriculum e.g. PowerPoints	Audit of accessibility of information with pupils with SEND through pupil voice  Additional Tapestry subscriptions purchased for	SENDCo Teachers Subject Leads Head of School Admin Team	Spring Term 2025	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 2025

			<p>DSEN families as relevant</p> <p>Provision of devices for families with barriers to digital access from</p> <p>Monitoring of pupil access ongoing through teacher home learning review cycles.</p>				
<b>Medium Term</b>	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	<p>Consult parents/carers and pupils regarding the accessibility of written information aimed at them</p> <p>Admin team to provide core information for parents/carers in a variety of suitable formats</p>	<p>SENDCo Head of School SLT/SMT</p> <p>Admin team</p>	Spring Term 2025	Written information is fully accessible to pupils with SEND / parents or carers with SEND	Spring 2025 Ongoing reviews in response to consultations and responses Final review Summer Term 2 2025
<b>Medium Term</b>	Reports from external agencies are shared with all relevant	To ensure that all external advice is implemented and	SENDCo and SLT to ensure all reports are disseminated	SENDCo SLT Subject Leads Teachers	Autumn Term 2024	All external advice is implemented /actioned and	Ongoing review with final review Summer 2 2025

	stakeholders with advice and guidance being actioned in a timely manner	reviewed as part of the APDR process.	appropriately and saved on SharePoint for all relevant staff to access.  SENDCo to ensure that all external advice is actioned and reviewed.	TAs		rigorously reviewed as part of the APDR process	
<b>Long Term</b>	Development of the accessibility of the school website for pupils and parent/carers with SEND including signposting to parents/carers to resources and information to support them with meeting the needs of their children as well as their own well-being.	To ensure that all areas of the school website are accessible to young people and others with SEND  To ensure that the school website contains relevant information and resources to support parents/carers with meeting the needs of their children and to support their own well-being,	Audit of the School website by staff  Gain parent/carers and pupil voice regarding accessibility of the school website.  Development of School website.	Head of School SENDCo Subject Leads Teachers TAs  Head of School SENDCo Subject Leads Admin staff	Spring Term 2025	The website is fully accessible to people with SEND	Spring Term 1 2025 then ongoing  Final review Summer 2 2025