

Accessibility Policy

2025

TUDOR PRIMARY SCHOOL

Summer 2025

Review Summer 2028

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At Tudor Primary School we work hard to ensure that our culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. We provide pupils with the opportunity to experience, understand and value diversity.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and meets current statutory requirements, including The Equality Act 2010.

The definition of disability is:

"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". (Disability Discrimination Act 1995 (DDA))

A physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) learning difficulties, mental health conditions and also hidden impairments (such as specific learning difficulties and autism). The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Our Aims are:

The Accessibility Plan will contain relevant actions to:

- Further enhance access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Maintain high **access to the curriculum** for pupils with a disability, medical condition or other access needs.
This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- **Continue high-quality and transparent sharing of communication** to pupils, staff, parents and visitors with disabilities.

Principles

- Compliance with the Disability Discrimination Act 1995 is consistent with the:
 - School's aims, ethos & culture
 - SEND policy
- We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
- Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).
- We work with pupils, parents & carers to ensure the full needs of each individual child are met as we value pupil voice and parents' & carers knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the individual's right to confidentiality.
- We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils.
- We endorse the key principles in the National Curriculum which underpins the development of a more inclusive curriculum by:

- setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

School Accessibility Plan

Attached are Action Plans, relating to the three key aspects of accessibility: physical environment, curriculum and written information. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- 'How we teach' documents
- Behaviour for learning policy
- Equality Scheme
- Health & Safety policy
- SEND Policy and Information Report
- Supporting children with medical conditions policy
- Teaching and learning policy
- Staff handbook

Information about our Accessibility Plan is made available to parents on the school website. As 'How we teach' subject documents are reviewed, a section relating to access and how we include all pupils will be added. The Plan will be monitored through the Governing Body annually. The school will work in partnership with the Local Authority in developing and implementing this plan.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment and staff supporting disabled pupils are trained to use specific equipment.

Access to the Curriculum

At Tudor Primary School we ensure that **all** children are able to access the full curriculum in an exciting and innovative manner so that they can fully use and apply their skills across a range of subjects, differentiated according to need. We aim to provide as inclusive an approach as practically possible. We identify potential barriers to learning opportunities (including extra-curricular activities) and ensure reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Management, coordination and implementation and review

At Tudor Primary we consult with other professionals and services when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team work closely with the Local Authority. We work closely with parents to consider their children's needs. The policy is reviewed annually and/or as children's needs change. The annual review is then shared with staff. We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

Tudor Primary works, wherever possible, in partnership with pupils and parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily. See [complaints policy](#) for further information.

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