

Tithe Farm Primary School



Accessibility Plan October 2023 – October 2026

Targets	Strategies	Timescale	Success Criteria
Physical Environment			
The school is organised in a way that all pupils and adults can access all areas.	Consider the needs of disabled adults and children. Consider the needs of visitors to the school. Ground floor locations for adults and children who are unable to manage stairs.	As required	The building and classrooms can be accessed by all.
All children and adults can be evacuated from the premise in an emergency.	Put in place personal evacuation plans in place for children and adults who may require support because of their disability.	As required	Personal evacuation plans are in place for those who require it.
All visual and audio equipment for those with visual or hearing impairments is in good working order	Seek support from specialist to ensure that the appropriate equipment meets the needs of the children.	As required	All visual/audio equipment supports the child with learning and accessing the school building.
Ensure that the fire bells are audible for anyone who has a hearing impairment	Fire alarm tested regularly to check audibility in all areas of the school Site Agent to be informed if bells can't be heard.	Ongoing	Fire alarms are clear and audible for all children.
Edges and steps are clear for those with visual impairment	Advice taken from Visual Impairment Team. Tape and/or paint used to signal edges and steps. Adult support used to assist movement where needed.	Ongoing. New classrooms to be prepared at start of each academic year and maintained.	Children with visual impairment are able to move safely around inside and outside of the building.

Independent access to Key stage 2 playground for all pupils	Accessibility ramp to be installed to support pupils with disability to access the Key Stage 2 playground independently	September 2024	Children will have opportunity independently access Key Stage 2 playground due to having an access ramp installed.
Disabled Toilet with changing facilities	Disabled toilet with changing area within KS2	September 2025	Children in KS1 and 2 have a designated toilet to support with changing of nappies
Therapy and Nurture space available to support sensory and SEMH needs of all pupils.	Two room Cabin within the school grounds to support the sensory needs of all pupils who need a quiet area to work or to access therapy A designated area to support social, emotional and mental health needs.	September 2023	Children will be able to access a designated space to support sensory and social, emotional and mental health needs.
Curriculum			
All teachers have sufficient training to meet the needs of all children within their class	SENDCO to review the needs of the children in school. SENDCO to organise and/or book training for staff.	As required	Staff are able to deliver a curriculum which can be accessed by all children.
All support staff have the appropriate skills to ensure they can support children within their care	Be aware of needs within the specific classes. SENDCo to identify online learning and/or training opportunities.	As required	Staff have the skills needed to support the delivery of a high quality education for all.
Teachers have the skills to appropriately differentiate and scaffold learning for children with identified SEND	SENDCO to deliver staff training. All staff use a variety of methods to scaffold and differentiate learning. Assign further CPD sessions for scaffold and differentiation.	Autumn 2023/Spring 2024 Induct new staff as required	Children can access learning supported by scaffolds and adaptive teaching
Written Information			
Review information for parents and carers to ensure accessible for all	Letters and communication for parents to be printed using a clear print.	On going	All communication is accessible for families.

	<p>Different media are used for communication: website, facebook, text messages, letters.</p> <p>Office staff are available to support families with understanding of communications as required.</p>		
Where appropriate provide information in different languages	<p>Where appropriate translate information into other languages which are predominant in school.</p> <p>Use video messages as required as spoken English may be easier to understand than written English.</p>	As required	The school community can access all communication sent by the school.