

Tame Valley Primary Academy

Accessibilty Plan 2022-2025

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- 1) Improve **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.

- 2) Increase **access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school clubs (before, during and after school), leisure and cultural activities or educational school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- 3) Improve the **access of written information** to pupils, staff, parents and visitors with disabilities. Examples might include the school website, letters & leaflets, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

As policies, practices and documents are reviewed, they need to take into consideration and have regard to matters relating to equality and accessibility for all.

The plan will be monitored by the SENDCos in conjunction with the Senior Leadership team, Governing Body and other stakeholders eg.

parents, staff, pupils.

The school will work in partnership with the Birmingham LA in developing and implementing this plan and will adopt the principals of Birmingham's Access to Education Service.

Accessibility Plan

School Name Tame Valley Academy

Dates: From: January 2022 **To:** January 2025

(3years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with communication and interaction needs	C E I	To explore the difficulties faced by children identified as having ASD needs in the dinner hall at lunchtime.	SENDCo	SENDCo time, TA/Teacher time. Resources eg ear defenders	Observations	2022
		To train members of staff in intensive interaction methodology and to revisit with staff already trained.	SENDCo	SENDCo time		
		Tier 1 training – Lunchtime supervisors	SENDCo	CAT time Lunchtime supervisor time		
To improve access, progress and participation for children with sensory and physical needs	E	To ensure that site manager has the relevant information about children with additional needs when carrying out safety audits	SENDCo Adminstr ator	Time for site manager and administrator to liaise.	Ongoing – regularly as new children are registered on roll.	Ongoing

		To discuss the possibility of an area designated for personal care needs and appropriate TA job descriptions	SLT	SLT time	Minutes of meeting Blinds in all teaching areas Minutes of meeting	
		To ensure that all internal and external steps are highlighted with yellow/white strips	Site manager	Resources		
		To ensure that all teaching areas have working blinds.	SLT/Site manager	Cost of blinds Site manager time		
		To explore any planned programme of improvement of whiteboard technology.	SLT/ICT			
To improve access, progress and participation for children with cognition and learning needs	C E I	To have Maths Toolkit training delivered	SENDCo	PDM time PSS time	Highlighted Toolkits Targets in place	Ongoing
		To ensure class teachers are able to set ILP targets and to take the lead on this.	SENDCo	PDM time		
		To ensure that all relevant information is shared with SENDCo	SENDCo	PDM Time		
To improve access, progress and participation for children with social, emotional, mental	C I	For learning mentor to run 'Social Skills group' for those children identified as need this support.	SENDCo Learning Mentor	Cost of resources LM and SENCo time		Ongoing

health needs		To ensure social skills groups are established and monitored.	Learning mentor			
--------------	--	--	------------------------	--	--	--