

Tame Valley Primary Academy

Accessibility Plan

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Rationale

Tame Valley Primary Academy has set the following priorities for accessibility:

- To provide safe access throughout the school for all school users, irrespective of any disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled pupils and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Tame Valley Primary Academy, we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

According to the DDA, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his, or her, ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Tame Valley Primary Academy is committed to equal opportunities and inclusion. This document should be considered alongside the following school policy documents:

- Tame Valley SEND Information Report
- SEND policy (Greenheart Learning)
- Equality Policy and other policies that can be found on our website. Please also visit

our **Pupils with Particular Needs** page on our website.

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and IT equipment.
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, assisted technology, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA external agencies and SENAR. The SENDCo manages the EHCP process, ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with professionals from:

- Sensory Support (HI and VI teams)
- BMHS – eg Compass, STICK and FTB
- Occupational Therapy
- School Nurse Service
- Physiotherapy
- Speech and Language Therapy (NHS and Private)
- City of Birmingham Schools
- Beacon School Support
- Communication and Autism Team
- Educational Psychologist service

- LLSS (Language, Learning and strategic support team) – Previously known as Pupil and School Support (PSS).

Improving access to the physical environment of the school

The elements of the Accessibility Plan cover all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Tame Valley Primary Academy.

Improving the delivery of information to disabled persons

Staff are aware of the services available throughout the LA for converting written information into alternative formats.

This Accessibility Plan will be reviewed annually by the SENDCo, Headteacher and LGB.

Complaints

Any parent/carer that has a complaint against the academy regarding the provision or implementation of procedures set out in this plan should follow the guidelines for complaints set out in the academy Complaints Policy.

To improve access, progress and participation for children with communication and interaction needs.	C / E / I	<p>To ensure use of Wellcomm intervention (EYFS+ KS1) having carried out assessment and then identified needs.</p> <p>Work closely with Speech and language Therapist – monitor provision and interventions - reviews.</p> <p>Retrain staff in Speech Screen and setting up interventions based on findings.</p> <p>Set up TVA's bespoke language programme for introducing Mathematical Vocabulary.</p>	<p>SENDCo</p> <p>TAs</p>	<p>SENDCo time</p> <p>SALT support (WMSLT)</p> <p>NHS SaLT Screener</p> <p>SENDCo/SALT Time to develop graduated response document</p> <p>SENDCo/SALT time to develop pathway</p> <p>SENDCo and CT's/TA's in EYFS</p>	<p>School Progress data</p> <p>Wellcomm progress data</p> <p>LFT data</p> <p>LFT Staff training completed – Spring 2025</p>	<p>Spring 2026</p> <p>Ongoing</p>
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To improve access, progress and participation for children with social, emotional and mental health needs.	C / E / I	<p>COBs to support individual pupils as necessary.</p> <p>EP service to support individual pupils as necessary</p> <p>Revisit zones of regulation and ensure the use of this in every classroom.</p> <p>Work with Compass to deliver SEMH support to children.</p> <p>Set up a calm area in the EYFS corridor where feelings can be explored.</p>	<p>SENDCo</p> <p>Behaviour Lead</p> <p>Pastoral Team</p> <p>Mental Health</p> <p>Lead</p> <p>SLT</p> <p>Compass</p> <p>CT's</p>	<p>Beacon School Support.</p> <p>COBs support</p> <p>MHST – FTB</p> <p>Compass support</p> <p>Behaviour Plans as necessary</p> <p>SENDCo/HT/Pastoral time to develop SEND/SEMH flowchart</p>	<p>Pupil progress meetings</p> <p>Progress data</p> <p>Behaviour plans reviewed</p> <p>Revie of SSPPs/ EHCPS</p>	<p>Ongoing</p>
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To improve access, progress and participation for children with sensory and/or physical needs.	E	<p>Sensory Room provision as necessary for individuals Sensory Circuits for individuals/groups/classes as necessary</p> <p>Purchase musical instruments for Sun Room and EYFS to enhance sensory need fulfillment.</p> <p>Quieter, distraction free areas EY/ KS1/KS2</p>	<p>Site manager</p> <p>SENDCO/ Phase Leaders</p> <p>Class TA/Teacher</p>	<p>Sensory equipment: bean bags/ cushions/ tents</p> <p>Equipment for sensory circuits.</p> <p>Hessian backgrounds used on displays.</p>	<p>Environment walk/audit</p> <p>Provision monitoring</p>	Ongoing
To improve access, progress and participation for children with mobility needs.	E	<p>Review accessibility for wheelchair users – currently 1st floor has stairlift access – no lift or accessible toilet on the 1st floor</p> <p>Work alongside Health and Safety provider to assess risk</p> <p>Investigate whether the current building will allow for these items to be installed</p>	<p>Site manager</p> <p>Headteacher</p> <p>GLP Estates Team</p>	<p>Risk assessments</p> <p>Building plan</p> <p>Contractors reports</p>	<p>Contractor documentation</p> <p>Risk assessments</p>	Ongoing
To set up an intimate care area to provide privacy and more hygienic changing facilities.	E	<p>Intimate care plans set, updated yearly (or more frequently if needs change) and signed by parents/carers</p> <p>Establish suitable location and order a changing bed and privacy screens.</p>	<p>SENDCo</p> <p>Sun Room Staff</p>	<p>Intimate care plan folder and templates</p> <p>Changing bed/mats</p> <p>Privacy screens</p>	<p>Learning Walk</p> <p>Site Audit</p> <p>Intimate care plan folders</p>	Sept 25
Train staff in positive handling techniques.	I	Train staff on positive handling techniques	<p>SENDCo</p> <p>Team Teach</p> <p>Manual Handling of people course</p>	<p>Online courses</p> <p>In person Team Teach Training</p>	<p>Team Teach training certificates</p> <p>Manual Handling of people training certificates</p>	Sept 25

<p>To ensure all children who access the sun room provision have a risk assessment and PEEP (where needed/appropriate).</p>	<p>I</p>	<p>Risk assessments set using staff who work with child, parents and SENDCo. All copies signed and placed in folders.</p>	<p>SENDCo CT</p>	<p>Risk assessment templates and folder PEEP templates and folders Advice from staff who work with key children on their needs</p>	<p>Risk Assessments PEEPS</p>	<p>Sept 25</p>
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