



DOCUMENT MANAGEMENT

Title: Accessibility

Version: DRAFT

Committee: Finance, Personnel & Premises

Date: July 2024

Accessibility plan 2025-26

Section 1: Vision statement

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.

Tavistock Primary & Nursery School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

- An Accessibility Plan has been drawn up to cover a three year period. The plan will be reviewed updated annually.
- The Accessibility Plan will contain relevant actions to:
 1. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments 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 and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are, as equally prepared for life as are the able bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.



Documents and policies

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

- Curriculum Policies
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- Strategic School Improvement Plan
- Asset Management Plan
- School Prospectus and Vision Statement

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office



Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Provide training at various levels for TAs and teachers to support their understanding of and provision for children with a range of SEND needs. Teachers aware of need for adapted teaching and to allow extra time for disabled children. All classroom staff aware of need to ensure SEND pupils maintain good levels of progress.	Short ongoing	Provide termly PDMs to teachers on SEND On-going advice from SENDCO Weekly training for support staff	SENDCo/	Ongoing Every term	All teachers and teaching assistants do not use 'access' as a barrier to learning for children with SEND



Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Staff to have access to a variety of tools i.e. ICT equipment to support the learning opportunity for children with SEN	Short ongoing	Maintain equipment and advise SBM when replacements needed. SBM to be informed of new initiatives for ICT access	ICT Technician ICT Co-ordinator	Ongoing	The school has sufficient and a good range of ICT equipment to support children with SEN
Improve and maintain access to the physical environment	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors, Ramps available for main entrance and hall. Dedicated disabled toilet. Lift installed to access first floor. Portable ramp available for access into individual classrooms A risk assessment and personal evacuation plan will be written for every child admitted with a disability. Newly appointed staff complete	Ongoing	Develop sensory room and/or quiet areas for pupils to use	SBM	Long term plan	All pupils registered as disabled will have equal access to the curriculum, extra-curricular activities and residential trips All staff are provided with equipment to aid any disability and support them in



Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	health questionnaire and receive support as identified					their work
Improve the delivery of written information to pupils and parents	A range of communication methods used, newsletters, e-mails, text, social media, phone calls Simple symbols used to support autistic children to understand school rules and routines	Ongoing	Ensure correspondence written in recommended Arial font 12 The availability of all publications in Braille or audio	SBM	Ongoing	All pupils and parents feel fully engaged and informed about school information and events

Section 3: Access audit



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys, two stairwells and one lift, the front stairwell has an emergency evacuation chair available	None	N/A	N/A
Corridor access	The corridor is 1.2m wide and carpeted. There are areas with slight inclines and four fire doors to navigate. There is a step up into each room and therefore access requires the use of a ramp Portable ramp available to allow access in rooms off the corridor	Children to be taught and reminded to hold doors open for all school users.	Headteacher	N/A
Lifts	One lift installed which enables access to both upstairs classrooms	Ensure 6 monthly service completed	SBM	May & November
Parking bays	Parking permits issued to staff only Caretaker appointed to control parking in car park Warning signs to prevent car users from parking on the pavement area	None	N/A	N/A
Entrances	The main entrance is ramped with double doors to the building Level access available to other 3 entrances to main building and to the Foundation Stage building. Ramp to outside classrooms and outside toilets	New doors to be installed with disabled access control Disabled access points to be installed	SBM/NPS SBM	asap asap



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Toilets	A disabled wheelchair accessible toilet is available on the ground floor	None	N/A	N/A
Reception area	Hatch to school office available but too high for wheelchair users Headteachers office accessible from same level	Office hatch to be remodeled when funding available. None	SBM N/A	asap N/A
Internal signage	Fire exit signage clearly displayed. All doors clearly labeled with room name	Signage in Braille would be installed if a blind or partial sighted pupil was admitted	N/A	As required
Emergency escape routes	All emergency exits are on the ground floor and have level access from internal corridors An evacuation chair is available on the front stairwell of floor 1	Exits to be kept clear and doors to be checked on a weekly basis None	Caretaker/SBM N/A	Weekly N/A