ACCESSIBILITY PLAN: Tadley Court School, Academic year 2025/2026

Introduction

The accessibility plan shows how school access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments where ever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for children and young people/students with a disability that they have:
-   total access to our environment, curriculum and information and,
-   full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
    - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled children and young people less favourably
    - To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
  - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross referenced in the SAR/SDP & SEF as appropriate.

Increasing Access for disabled children and young people to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities and school visits.

List key actions here:
- IEPs created in line with EHCP and Annual review documentation and, specifically, in conjunction with parents and carers to ensure identification of key SMART targets that will remove barriers to education. These are created and reviewed on a half-termly and termly basis.   • PBSP - Positive behaviour support plans created for each pupil as a pro-active measure to ensure all staff are aware of triggers that may lead to dysregulation in pupils and subsequently effective strategies to support pupils.   • Termly assessment identifies, through teacher assessment and question level analysis, academic gaps that are preventing each young person to be in line with their age related expectation. A robust intervention programme is implemented to ensure that gaps identified can be closed.   • Personalisation of the curriculum. Identified in planning and considers the academic and personal barriers each individual young person has.   • Wide variety of resources used to support the varying needs of pupils.   • In house therapy provision to ensure that pupils social emotional, sensory integration and social communication needs are met and removed as a barrier to accessing the curriculum.   • Staff CPD and development through QA process to ensure training is implemented to support understanding of variety of needs.   • Use of assisted technology and ICT to enhance learning within the curriculum.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education and to evacuate the school safely.

List key actions here:
The school has a lift next to the sports hall and there is a low level door leading to the reception area to allow for access.

- • The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and other visitors.
- • Layout and class allocation of classrooms in the school is decided upon with recognition and consideration of physical needs of the pupils.
- • All classrooms are on the ground floor.
- • Pupils sensory needs are considered, specifically around noise and light, and adjusted accordingly based upon needs of the cohort.
- • All needs are considered regarding evacuation of pupils and staff including the use of Peeps where required for emergency evacuation.
- • Monitoring of visual and auditory environment of the school is done through timely audits, environment walkrounds, lesson observations and learning walks.

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people' disabilities and children and young people' and parents preferred formats (e.g Makaton/PECS/ alternative language such as Welsh) and be made available within a reasonable time frame.

List key actions here:
• Develop delivery of information in writing in an appropriate format where require i.e. visual impairments
• Ensure information can be presented in other languages where identified as a need.
• Review information sent to parents/carers to ensure it is accessible
• Ensure staff are aware of guidance through induction period.

Financial Planning and control

The Head teacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

List key actions here:
• Where additional resources are required, the SLT will complete a business case and Capex.

Accessibility Action Plan:
[Insert School/College Name]   [Insert Academic Year]

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**

ACCESS TO THE PHYSICAL ENVIRONMENT					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**

ENSURING INCLUSION IN THE SCHOOL COMMUNITY					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**

ACCESS TO THE CURRICULUM					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes

ACCESS TO INFORMATION ADVICE & GUIDANCE					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**