



# Tettenhall Wood School

## Accessibility Plan



|                                 |                |
|---------------------------------|----------------|
| Date Adopted by Governing Body: | 24.5.17        |
| Reviewed and Amended            | 29 August 2019 |
| Review and renewal date:        | April 2020     |
| Extension (COVID 19)            | September 2021 |

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## **Statement of Intent**

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Tettenhall Wood School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- Employees
- Governors
- External partners

## Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access.

| Objective  | Action  | Who   | When                          | Success Criteria   | Review  |
|--|---|---|-------------------------------|--|---|
| Ensure new staff members have the skills to support pupils   | Induction programme offered to all staff<br>INSET provided to staff members.<br>Mentor for all new staff  | Laura Bennett<br>SLT<br>Internal trainers   | Spring 2017                   | Staff members have the skills to support children across the school                  | Induction Programme in place for all new starters<br>April 2020 |
| Deliver an inclusive, broad and balanced curriculum to all pupils to enable them to make expected progress | Identify/respond to underachievement in cohorts/groups of children, including by need/disability/ethnicity/gender<br>Interventions put in place to address gaps | Laura Bennett<br>Liz Rothwell<br>SLT<br>SMT<br>Curriculum leads<br>Class Teachers | Ongoing - termly              | Areas are identified through analysis of data and targets set for next academic year | April 2020  |
|  | Programme of monitoring is in place regarding curriculum access/delivery; the quality of teaching & learning; access to specialist support as needed            | SLT<br>SMT<br>Curriculum leads<br>Class Teachers                                  | Ongoing – half termly         | All children have equal access to the curriculum in its widest sense;                | April 2020  |
| Ensure all pupils have access to a relevant and personalised communication strategy                        | Improve staff knowledge of choices and resources<br>Learning walk and observation opportunities to improve consistency of practice                              | Sp&L Team<br>SLT<br>SMT   | Spring 2017                   | All pupils have a strategy to communicate  | April 2020  |
| Ensure Pupil Profiles are in place to improve teaching and learning for all pupils                         | OPPs and transition documents to be kept up to date<br><br>Communication Passports to be written  | Class teams   | Summer 2017<br><br>April 2020 | Pupils with SEND can access all lessons.<br>Smooth transition to new classes         | April 2020  |

## Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access.

| Objective   | Action   | Who                        | When         | Success Criteria  | Review     |
|---|--|----------------------------|--------------|---|------------|
| The physical environment is clearly defined and accessible to all | Full size toilet doors in upper end of Primary corridor; additional door across urinal.                            | SLT                        | April 2017   | All pupils safe and private when using the toilet.        |            |
| Develop the sensory garden  | Sensory garden needs developing with planting and sensory equipment to provide a sensory experience for all pupils | Assistant Head<br>Teachers | October 2019 | Completed sensory garden accessed by pupils across school | April 2020 |

### Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access.

| Objective  | Action   | Who   | When                | Success Criteria  | Review     |
|--|--|---|---------------------|---|------------|
| School needs to ensure pupils have a voice about their school life and can make decisions about its direction.   | School Council to discuss school issues and be involved with recruitment   | School Council<br>School Council<br>Grade 5 Lead - Nikki Qualters | Summer 2017/ongoing | School to invite pupils each term to contribute to a topic about school life and how to improve this aspect | April 2020 |
| Ensure for pupils with complex communication needs they are able to process and respond to information using simple/complex augmentative communication aids. | Purchase appropriate range of communication aids<br>Provide training to pupils staff and parents on their use                  | Sp&L Team<br>Maggie Rafiqi  | Summer 2017/ongoing | Information is fully accessible to children with complex needs  | April 2020 |
| School website and learning platform are accessible to children with complex needs   | Pupils can access home learning on the website via Appropriate links   | ICT Manager<br>Assistant Head<br>Teachers                         | December 2017       | Website is fully accessible.  | April 2020 |
| Ensure pupils have a voice as part of their EHCP transfer and annual review via Talking Mats or other meaningful AAC   | Assistant Head Teachers (Designated SENCoS) for Primary and Secondary phase to ensure class teachers are capturing pupil voice | Assistant Head<br>Teachers  | Ongoing             | Pupil voice will be demonstrated in EHCP transfers and EHCPs  | April 2020 |