



# Tannery Drift First School

Enjoyment – Achievement – Respect

# Accessibility Plan

Last Review Date:  
February 2024

Next Review Date:  
February 2027



Artsmark  
Gold Award  
Awarded by Arts  
Council England

[www.tannerydrift.herts.sch.uk](http://www.tannerydrift.herts.sch.uk)

# Accessibility Plan

## 1. Purpose

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our richly diverse society. We aim to create a warm, friendly, welcoming environment and to eliminate any form of racial discrimination and prejudice against children, parents, carers, staff, visitors, and the wider community served by the school.

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act legally protects people from discrimination in the workplace and in wider society and was developed to provide a single act of legislation covering all unlawful types of discrimination. The Equality Act requires all schools to promote equality of opportunity for disabled people and to carry out and publish accessibility planning to show how they will meet these duties. This plan must be adequately resourced, implemented and reviewed every three years. This policy and plan draw on guidance from the following publications:

- The Equality Act 2010: guidance which can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Equality Act 2010 and schools (DfES May 2014) which can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

## 2. Definition

Disability is defined by the Equality Act 2010 in following way,

*“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.”*

Under this definition, many conditions including (but not limited to) learning difficulties such as developmental delay, specific learning difficulties such as dyslexia or dyscalculia, hearing or visual impairment are classified as disabilities.

## 3. Key Objective

At Tannery Drift First School we are committed to inclusion and equality for all. To this end our key objective of our accessibility policy and plan is to ensure that we:

**Reduce and eliminate barriers to the curriculum and to ensure full participation in the school community for all pupils and any prospective pupils with a disability.**

## 4. Principles

Tannery Drift First School recognises its duty under the Equality Act;

- Not to discriminate against disabled pupils in admissions and exclusions, and in provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- To publish an accessibility plan

Tannery Drift First School will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 5. Vision

Our school actively promotes the Tannery Drift ethos of *enjoyment, achievement, and respect* in all that it does. We believe in the development of the whole child, ensuring that all pupils experience a full broad and balanced curriculum, alongside a positive primary school experience regardless of any additional need or vulnerability.

Key Areas:

Tannery Drift First School considers its duties to the Act under the following broad headings:

- Participation in the Curriculum
- Physical access facilities and service
- Availability of information

We have developed our Accessibility Plan accordingly. It is the duty of all members of the school community to uphold the ethos of our Accessibility Policy through the implementation of the Accessibility Plan.

<p>Curriculum, including extracurricular activities</p>	<ul style="list-style-type: none"> <li>• Robust information gathering on new pupils with SEND, including Early Years pupils to facilitate planning support</li> <li>• Excellent procedures for early identification and support of pupils with send, including Wellcomm screening, early phonological identification</li> <li>• Detailed information on pupils with SEND shared with all staff working with individual pupils</li> <li>• Proactive inclusion of staff in professionals' meetings</li> <li>• Termly Pupil Progress Meetings attended by teaching staff and SLT, where all children with SEND are considered individually and as a vulnerable group</li> <li>• SEND friendly classrooms and environment</li> <li>• Dyslexia friendly strategies in use across the school and curriculum</li> <li>• Bespoke interventions for pupils with SEND</li> <li>• Differentiated learning for all English and Maths teaching</li> <li>• Specialised modified resources e.g. coloured overlays, adapted chairs, adapted pens/pencils, laptops for pupils, etc.</li> <li>• Teaching Assistant's to support individual children</li> <li>• Family Support Worker to support individual children, including toilet training</li> <li>• Makaton signing club</li> <li>• Robust systems of risk assessment in place</li> <li>• Clubs developed to promote and ensure engagement of all</li> </ul>
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	<ul style="list-style-type: none"> <li>Higher staffing ratios to allow pupils with SEND to participate in extracurricular opportunities including residential trips</li> </ul> <p><i>The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professionals from the local NHS Trusts.</i></p>
Physical environment	<ul style="list-style-type: none"> <li>The school site is wheelchair accessible</li> <li>Accessibility toilets in school</li> <li>Small group classrooms and wellbeing room allow for quiet times, small group / 1:1 learning</li> <li>Classrooms are spacious with thought given to the acoustics for learning</li> </ul> <p><i>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes and more accessible facilities and fittings.</i></p>
Provision of Information	<ul style="list-style-type: none"> <li>Open door policy</li> <li>Parent consultation meetings</li> <li>Health Care Plans and Intimate Care Plans are working documents shared with parents</li> <li>Review meetings</li> <li>Teaching SENCo available for meetings</li> <li>Inclusion Team staff available to attend child development appointments on request</li> <li>Meetings with outside professional, parents, SENCo and school staff as required</li> <li>Transition meetings for new pupils with SEND</li> <li>Transition projects for children with SEND when changing provision/Key Stage</li> <li>New pupils with SEND visited by staff in current setting or at home for Early Years pupils</li> <li>Visits to school for prospective pupils with SEND promoted</li> <li>Information on policies available on website and paper copy on request</li> <li>Parental requirements of modified resources respected and provided for</li> </ul> <p><i>The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</i></p>

## 6. Information gathering

When developing our Accessibility Plan Tannery Drift First School gathers information from a wide range of sources, including:

- The current community population
- The future intake (advanced information from pre-school settings and the LA)
- The school's plans and priorities
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils and their parents
- Outcomes for disabled pupils including end of key stage results and achievements in extra-

curricular activities

- The views and aspirations of disabled pupils and their families
- The priorities of the local authority
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations

## **7. Accessibility Plan availability**

Tannery Drift First School will make its Accessibility Plan available in the following ways:

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be emailed or posted on request

## Accessibility Plan Autumn 2023 – 2026

Participation in the curriculum					
Target	Action	Timescale	Resources	Responsibility	Outcome
To ensure disabled pupils participate fully in the entire school's curriculum.	All pupils will be given full access to the whole curriculum, including extracurricular activities. Staff will ensure any potential barriers, due to disability, will be identified, assessed, and removed.	On-going	Staffing SEN Resourcing CPD	SENCo Class teachers	All children will be able to access the full breadth of the curriculum including being encouraged to join in with all extra-curricular activities
To further promote inclusion within the PE curriculum by developing more extracurricular, especially competitive events.	Pupils with SEND will be actively targeted to join extra-curricular opportunities. SEND pupils will be given opportunities to compete in sporting events	On-going	PE Leader time	SENCo PE Leader	All children will have the opportunity to explore an extended range of sporting activities
To ensure that SEND children make excellent progress against their academic starting points.	Rigorous and robust pupil progress measures will ensure that children with SEND are identified swiftly and appropriate intervention to safeguard their academic progress are put in place	On-going	Staff time	Class teachers Setting teachers SENCo Senior Leadership Team	All children will make the most of their academic potential, where possible closing the gaps between themselves and their peers

Physical Environment					
Target	Action	Timescale	Resources	Responsibility	Outcome
To develop sensory environments, as required.	Create sensory zones individualised to specific pupils with SEND (courtyard, Woodland Room)	On-going for new pupils	Sensory spaces as appropriate Sensory resources	SENCo Wellbeing Lead Class teachers	Children with sensory needs will have spaces to meet these needs within the classroom therefore they will not miss learning opportunities by leaving the classroom

Provision of Information					
Target	Action	Timescale	Resources	Responsibility	Outcome
To develop a range of accessible methods of sharing SEND information with the school community.	Provide video/audio resources explaining SEND specific documents in greater depth	On-going	Staff time Video/audio recording equipment	SENCo Website manager	SEND resources will be available in a wide variety of formats to make them accessible to all whilst promoting the inclusion of SEND within the school community
To refine the recording of pupil and parent input to the Assess, Plan, Do, Review cycle.	Refine the new proforma for the A,P,D,R cycle that captures more in-depth pupil and parental voice	On-going APDR cycles	Staff time ADPR cycle	SENCo more in-depth pupil and parental voice	Pupils and parents will feel empowered within the APDR cycle, and their voices will be clearly heard during assessment processes such as applications for EHCPs, provision panels etc.



# Tannery Drift First School

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