



Tenacres First School Accessibility plan 2019-2022

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

Approved by: Estates, H&S and Children & Learning Committees

Date: 27th June 2019

Next review date: Summer 2022

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Timescales	Monitoring
Increase access to the curriculum for pupils with a disability	We have a dedicated SENCo who regularly reviews the needs of children and ensures provision of training as required.	To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the needs of children and provide training for staff as needed.	SENCo	Ongoing	SENCO SLT C&L Governors
	Children's needs are assessed by all teachers and our SENCo and where required specialist equipment is made available including a dedicated nurture room (our 'Starlight Room') where children can access interventions in small groups or one to one. If required referral to outside agencies is made.	To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children (refer to outside agencies/specialist when/where needed) in each class and provide equipment as needed, e.g. pencil grips, writing slopes etc.	SENCo	Termly	SENCo C&L Governors
	At Tenacres we ensure all children access a curriculum which is child-centred, language rich, personalised, creative and fun. This is ensured through topic based learning opportunities, Pupil Passports/meetings, provision maps and target setting. When	To ensure appropriate differentiation is in place to allow all children to access a broad and balanced curriculum	Provision of time/classroom cover for Pupil Passport meetings. Support from SLT. Monitor provision through: Work Scrutiny Pupil conversations Provision Maps	SLT SENCo	Termly	SLT C&L Governors

	required the curriculum will be adapted to meet the needs of the children.					
	We deliver a regular programme of personalised interventions in class and in our nurture room.	To ensure appropriate interventions are provided to support progress of all children	Termly Pupil Progress Meetings Provision Mapping Monitoring Data and provision maps from SLT	SLT SENCo	Termly	SLT C&L Governors
	We ensure pupils needs are met in class by assessing needs and positioning staff and pupils accordingly to ensure access to provision and equipment is optimised.	Ensure classrooms are organised to promote the participation and independence of all pupils	Audit classroom provision / organisation and give advice as needed. Monitor termly.	SENCo SLT	Termly	SLT C&L Governors
Improve and maintain access to the physical environment	Individual needs of children and staff are assessed and addressed to ensure accessibility for all utilising outside specialist agencies where appropriate.	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds by Governors / SENCo / SBM. Suggest actions and implement as budget allows.	Governors SENCo SBM	Yearly Spring 1 to inform SIP	Governors SENCo
		To improve access for pupils who may experience difficulty moving around school	Ensure Mobility Plans are in place to support all children with mobility difficulties.	SENCo Parents SLT	Ongoing as required	Governors

	Daily site inspections, tidying and cleaning and prompt distribution of deliveries ensure classrooms, corridors and exits are kept obstruction free.	Keep corridors clear from obstructions	Site inspections. Action any clearance immediately.	Site Manager	Ongoing	SLT
Improve the delivery of written information to pupils and parents	School communications are via letter, text reminders, school blog child-friendly newsletters and our website which includes a translation service. All children with SEND have a termly Pupil Passport meeting to ensure open communication between parents and school about needs and provision. Use of Home-School Diaries.	To ensure that all parents and other members of the school community can access information	Investigate how written information can be provided in alternative formats as appropriate	EAL Co-ordinator and Office Manager	Ongoing when necessary	Governors

Access audit

Feature	Description
Number of storeys	Split level site
Lifts	None
Parking bays	Staff only with two disabled bays for school community use
Entrances	Pupils enter and exit school through playgrounds via year group access doors. Staff and visitors access school through the front entrance/foyer.
Ramps	There is ramp access to the front of the building and from the bike sheds/car park entrance to the playgrounds and from the top gate (next to Reception classes)
Toilets	Year groups have pupil toilets for boys and girls. Staff/disabled access toilets are in the admin area and a staff toilet/changing area in the key stage one area.
Reception area	The school office/admin area is located at the front of school off the car park
Internal signage	Areas of school are marked with child-friendly/multilingual signs
Emergency escape routes	Fire/emergency exits are clearly marked and routes are displayed in all rooms and fitted with emergency lighting