



Tunstead Primary School
Strong foundations, Bright futures

Accessibility Policy 2024

Formally adopted by the Governing Board of:-	Green Shoots Federation- Tunstead Primary
On:-	February 2021
Chair of Governors:-	Tim Jermyn
Last updated:-	February 24

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
- d)

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Tunstead is a smaller than average rural primary school. It is located 8 miles outside Norwich. The school building has been beautifully extended and all classrooms are now based in the new part of the school. The front entrance is easily accessible for all with a flat surface and ramps into the building. The main building has wide corridors and doorways. All rooms have blinds to assist with lighting and all floors are carpeted to assist with noise reduction. At the back of the school there is a small playground bordered by a beautiful outdoor Forest school space. This space includes a pond, vegetable patch, den building area and log cabin. Pathways allow access to all children.

The School's Aims

We will enable children to develop a positive self-image, the ability to make healthy choices and a respect for others, building strong foundations from which they can continue to thrive.

We will provide a challenging curriculum where children will have every opportunity to develop into curious and interested learners, to grow in confidence and achieve their full potential.

We will support and encourage every child to take responsibility for their actions and behaviour and teach them how to develop their skills through self-evaluation.
We will be resourceful when using our whole school environment, allowing us to provide a safe inspiring and creative setting from which each individual can benefit.
We will set high expectations where all members of our school community understand the importance of working together, valuing each other and one's self to create a reflective and aspiring school.

Our Values

High Expectations: Expecting nothing less than the very best of ourselves

Resilient & Determined: Ensuring self-belief and confidence

Inquisitive & Curious: Approaching new opportunities with positivity and alacrity

Collaborative: A community of learners working together

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Current good practice:

Classrooms are large and light and desks are arranged to allow space for children to move around school.

All classrooms were redecorated in Spring 2020 and re-carpeted allowing for noise reduction.

An experienced SENCo who is also DHT is very well qualified to support staff with any emerging needs.

IEP's and IBP's are in place to ensure structured and timely support is in place for all children.

A part time inclusion worker supports the social and emotional well-being of pupils identified.

A separate space has been developed to provide sensory and bespoke learning space for children

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1. Improving Participation in the Curriculum

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Build on existing good practise and ensure PSED well-being support is excellent for pupils, staff and children	RQ/SB/MR	Inclusion worker to maintain THRIVE training. THRIVE overview refresher for all staff Space developed for pupils to access due to changing needs of school this has required further development. Referral pathway for parents/teacher to the inclusion worker and clarity on website about services offered.	THRIVE CPD	Spring 2024	THRIVE will be completed for all pupils and MR will share outcomes with staff to raise awareness. Space and pathway will be finalised in line with STJ
To ensure staff are competent and trained to safely support pupils with medical needs.	SB	Ensure annual medical training for the correct staff is identified and completed. Review with staff how they feel after completing and ensure they are able to support effectively.	CPD	Ongoing annual training	Staff will feel confident to support children.
Review planned curriculum for Forest school to ensure it is carefully considered with a clear content and sequenced pathway through sessions.	RQ/VP	Ensure all pupils can access the space safely. Plan intent and steps through provision for all year groups.	Ongoing money for resources	September 2024	All pupils will have access to the outdoor space.
Ensure all stakeholders are represented in resources used in school	SB/RQ	Audit resources and representation within them. Talk to children	£500 to buy additional resources.	March 2024	Resources will depict all stakeholders.
Ensure all children have access equally to clubs and trips provided	SB	Monitor uptake and reach out o children who may not be accessing exploring barriers and working to remove them		March 24	Children will attend all they would like to

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2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Develop a sensory area	SB/VP	Develop front of school space to create a smaller space where children can access bespoke provision	Staff member to take responsibility	Summer 2024	A sensory space will be available for all
3. Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Develop outcome reviews for when case close to Inclusion worker	RQ/MR	Work together to devise a short summary to summarise intervention and possible next steps once case closed to Inclusion worker- this can be retained as evidence of intervention and impact.	Time	Easter 24	Shared with staff.
