



**Tunstead Primary School**  
Strong foundations, Bright futures

# Accessibility Policy 2022

<b>Formally adopted by the Governing Board of:-</b>	<b>Green Shoots Federation- Tunstead Primary</b>
<b>On:-</b>	<b>February 2021</b>
<b>Chair of Governors:-</b>	<b>Tim Jermyn</b>
<b>Last updated:-</b>	<b>October 2022</b>



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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.

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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.

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**Tunstead Primary School Accessibility Plan – October 2022**

<b>1. Improving Participation in the Curriculum</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Build on existing good practise and ensure PSED well-being support is excellent for pupils, staff and children	RQ/SB/MR	Inclusion worker to complete THRIVE training. THRIVE overview refresher for all staff Space developed for pupils to access Referral pathway for parents/teacher to the inclusion worker	THRIVE CPD	Spring 2022	THRIVE will be completed for all pupils and MR will share outcomes with staff to raise awareness.
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 2023	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 2023	Resources will depict all stakeholders.



**Tunstead Primary School Accessibility Plan 2022**

<b>2. Improving Physical Environment</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
<b>Develop a sensory area</b>	<b>SB/VP</b>	<p>Ensure ongoing maintenance of wildlife garden- look to create a sensory space that can be accessed by pupils that will most benefit from this.</p> <p>Sensory space can also be within a room to support outside space</p>	<b>Staff member to take responsibility</b>	<b>Summer 2023</b>	<b>A sensory space will be available for all</b>
<b>3. Improve the Delivery of Written Information</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
<b>Develop outcome reviews for when case close to Inclusion worker</b>	<b>RQ/MR</b>	<b>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.</b>	<b>Time</b>	<b>Christmas 2022</b>	<b>Shared with staff.</b>
<b>SEND newsletter available to all parents termly/monthly.</b>	<b>SB/SM</b>	<b>Discuss with staff and parents needs of community and share most relevant topical links/help/articles.</b>	<b>Time to write</b>	<b>Ongoing</b>	<b>Will be shared on time. Parents will evaluate you it as useful.</b>
<b>Guidance sheets around all aspects of SEND available for staff to help plan IEP's</b>	<b>SB/SM</b>	<p><b>Staff training</b></p> <p><b>Resources shared and available</b></p> <p><b>Meetings with Ruth to review plans and ensure best resources used.</b></p>	<b>Zoom</b>	<b>January 2023</b>	<b>Sheets will be available in SEND area and staff room and will also be on server.</b>



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