



## Tudor Grange Academy Kingshurst

### Accessibility Plan

**Plan Reviewed: January 2024**

**Next review: January 2027**

**This policy has been ratified by the Local Governing Body.**

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We take full regard of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the Academy.

Schools are required under the Equality Act 2010 to have an accessibility plan. The accessibility plan contains actions to:

- Increase the extent to which disabled pupils can participate in the school's **curriculum**
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

The accessibility plan should be read in conjunction with the Academy's SEN and Inclusion Policy and the SEN Information Report. It is also linked to the Health and Safety policy, the Equality policy and the Supporting Pupils with Medical Conditions policy. The plan will be made available



<p><b>Physical Environment</b></p> <p>The school building and environment is adapted to the needs of students as required.</p>	<p>Ensure all policies consider the</p>	<p>Review all policies in view of accessibility.</p>	<p>October 2021</p>	<p>- Policy Leads – SENCo</p>	<p>Access to all aspects of school life for all students.</p>
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<p>Ensure all policies consider the implications of Disability Access.</p> <p>Review all policies in view of accessibility. October 2021– Policy Leads - SENCo Access to all aspects of school life for all students. This includes:</p> <ul style="list-style-type: none"> <li>• ramps</li> <li>• lifts</li> <li>• wide corridors</li> <li>• disabled parking spaces</li> <li>• disabled toilets and changing facilities</li> <li>• contrasting/highlighted steps and thresholds</li> </ul> <p>Personal Emergency Evacuation Plans (PEEPs) in place for students who require support.</p>	<p>implications of Disability Access.</p> <p>Ensure that access to school buildings and site can meet the needs of all students.</p> <p>Ensure that classrooms are optimally organized for students with disabilities</p>	<p>Maintain disabled access to all areas of the Academy, as listed under ‘current good practice’. Future building work to allow for disabled access that fully complies with current legislation.</p> <p>Plan classroom layouts according to students’ needs. Appropriate resources within classrooms to reflect needs, including:</p> <ul style="list-style-type: none"> <li>- height</li> <li>-adjustable chairs</li> <li>- tables</li> <li>- writing slopes</li> <li>- catering equipment.</li> </ul> <p>Advice and specialist equipment to be sought from Physical Disability Outreach Team as required</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Facilities team – Principal</p> <p>- SENCo</p> <p>- Physical Disability Outreach Team</p> <p>- Class teachers</p>	<p>Ease of access to school buildings and site for all, allowing all students to make full use of all facilities in the school.</p> <p>Disabled students able to access all learning in all classrooms.</p>
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<p><b>Information</b></p> <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>Large print format for letters and policies available.</p>	<p>Availability of documents and resources in alternative formats.</p>	<p>Parent/Carer information adapted as required. Use of coloured overlays for students and change of background colour on interactive whiteboards.</p> <p>Use of pastel-coloured paper for dyslexic students.</p>	<p>As required</p>	<ul style="list-style-type: none"> <li>- Principal's PA</li> <li>- Learning Mentors</li> <li>- SENCo</li> <li>- All staff</li> </ul>	<p>Improved information to parents/carers with disabilities. Improved access to learning for students with disabilities</p>
<p>Large print format for student resources.</p>		<p>Dissemination of relevant information to all staff via student profiles.</p>			