



TANKERSLEY C of E (A) PRIMARY SCHOOL

ACCESSIBILITY POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Updated September 2025

Next review September 2028



Section: Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

Tankersley St Peter's Primary School demonstrates strong commitment to inclusive education by ensuring that pupils with disabilities are supported to fully participate in the curriculum. The school's current practice includes well-organised classrooms that accommodate the needs of disabled pupils through thoughtful furniture arrangement and the use of appropriate technology such as interactive screens and laptops. Quality First Teaching (Wave 1) is central, with lessons differentiated to meet the varying needs of all pupils, including those with SEND. Specialist support is in place, with single page profiles and SSPs (School Support Plans) used collaboratively with parents and pupils to personalise learning and ensure inclusion. Pupils with disabilities are encouraged to engage in all school activities including music, drama, and physical education, with reasonable adjustments made to allow for additional time and resources as needed. The school liaises closely with external agencies and specialist advisory services to ensure up-to-date resources and practises are used. This approach is supported by regular staff training and a strong leadership focus on SEND, led by an experienced Headteacher and Inclusion Lead. The school's Christian ethos and OFSTED feedback highlight a nurturing environment where pupils feel safe, supported, and confident to learn, further enhancing participation for disabled pupils.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Enhance staff expertise to support diverse disabilities in the curriculum	- Conduct regular SEND training sessions focusing on specific disabilities and inclusive teaching strategies	- All teaching and support staff have attended at least one SEND training session annually - Increased confidence and	Headteacher, Inclusion Lead, SENDCO	Ongoing, reviewe



	- Facilitate termly SEND staff meetings and teach meets to share best practice - Engage specialist advisory services for targeted staff development - Maintain and update a SEND training log to track participation and impact	competence in staff supporting disabled pupils as evidenced in lesson observations and feedback - Positive feedback from pupils and parents regarding support received		d termly
2. Improve personalised learning through effective use of SSPs and single page profiles	- Review and update SSPs and single page profiles termly with input from pupils, parents, and staff - Ensure profiles are accessible and used in daily lesson planning - Train staff on using profiles effectively to differentiate learning and resources	- 100% of SEND pupils have up-to-date SSPs and profiles - Evidence in planning and teaching demonstrates use of profiles - Pupils show progress towards individual targets	Inclusion Lead, Class Teachers	Termly reviews
3. Increase participation of disabled pupils in extracurricular and enrichment activities	- Audit current extracurricular activities for accessibility and inclusivity - Provide reasonable adjustments and support for disabled pupils to join clubs, trips, and performances	- All extracurricular activities have clear accessibility provisions - Increased participation rates of disabled pupils in extracurricular activities - Positive pupil and parent feedback on inclusivity and access	Inclusion Lead, Class Teachers, Club Coordinators	Annual review



	- Promote inclusive participation through assemblies and newsletters			
4. Ensure appropriate specialist resources and technology are available and effectively used	- Liaise with external agencies to identify and procure specialist equipment and software - Train staff and pupils in the use of assistive technology - Regularly review resource effectiveness and update as needed	- Specialist resources meet identified pupil needs - Staff and pupils demonstrate effective use of technology in lessons - Improved access and engagement reported by pupils and staff	Headteacher, Inclusion Lead, Computing Lead	Reviewed annually
5. Provide additional support for pupils with social, emotional, and behavioural needs impacting curriculum access	- Maintain and regularly update vulnerable pupils' logs and behaviour plans - Deliver targeted social groups and bespoke interventions - Use positive reinforcement strategies aligned with school's Christian ethos - Monitor impact through regular reviews and adjust support accordingly	- Reduction in behavioural incidents and suspensions - Positive progress in social and emotional well-being of targeted pupils - Increased engagement and achievement in curriculum areas	Headteacher, Inclusion Lead	Ongoing, reviewed termly



AREA 2 - Physical Access

Statement	Evidence	Who is responsible for implementation
The layout of areas such as classrooms, hall, library, dining hall, reception, and playground allows access for all pupils. There are no barriers to access caused by doorways, stairs, and steps, as there are other ways around.	Doors are wide enough to accommodate a wheelchair. All classrooms have ramp access at least at one point of entry. There is a ramp leading into school's main entrance and other entrances to classrooms.	Headteacher H&S Governor Business Manager Premises Team
Pathways around school are safe and well signed. All areas are well lit.	Signs are uncomplicated and unambiguous. Signage is clear and accessible to all pupils.	Headteacher H&S Governor Business Manager



		Premises Team
Emergency and evacuation systems inform all parties connected with SEND pupils.	PEEPS (Personal Emergency Evacuation Plans)/care plans regularly checked for all SEND pupils where needed. Children with walking difficulties will be at the back of the line to ensure that no one pushes into them.	Headteacher H&S Governor Business Manager Inclusion Lead
School environment and decoration provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	School seeks advice to meet the needs of pupils with visual impairment, autism or epilepsy from appropriate multi-agency services and advisors (e.g. Communication and Interaction Team). New teachers are trained in all of the above as part of the transition process.	Headteacher Inclusion Lead Class Teacher Premises Team
Steps are taken to reduce background noise for pupils with hearing difficulties by considering a room's acoustics, noisy equipment etc.	Staff seat hearing-impaired pupils appropriately. All classes fully carpeted in the main work/teaching areas. Headphones are provided for those children who are sensitive to noise.	Headteacher Inclusion Lead Class Teacher



		Premises Team
New furniture, equipment and technology selected, adjusted and located appropriately in school considering accessibility for all in the purchase.	New tables, cupboards, and other furniture selected with consideration (e.g. provision of wheelchair with adjustable height, writing slope, wedge support etc.). Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	Headteacher Inclusion Lead Computing Lead Class Teacher