Tudor Grange Academy Worcester

Accessibility Plan

Updated: September 2023

Ratified by Local Governing Body: 2023

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 regard 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 online on the Academy website and paper copies are available upon request. It will be reviewed every 3 years and will be approved by the local governing body.

Current Good Practice	Target	Tasks	Timescale	Responsibility	Desired outcome
Curriculum Differentiated curriculum for all students. Resources tailored to the needs of students who require support to access the curriculum. Curriculum progress tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is regularly reviewed to ensure it meets the needs of all students.	Ensure access to technology for students with disabilities to allow them to record information in lessons in an appropriate manner. Reflect identified areas of need in lesson planning and delivery. Prioritise student participation in extra-curricular activities.	Priority for use of technology as required for students with disabilities. Invest in software and additional laptops as needed. Teaching staff to plan appropriately to meet the needs of disabled students in their classes. Dissemination of relevant information to all staff via student profiles. Ensure period 6 and educational visits are accessible to all students. Promote inclusive sports to all students.	As required Ongoing Ongoing	- SENCo - Curriculum Leaders - IT support - Teaching staff - Learning Mentors - SENCo - All staff	Access to appropriate technology for all disabled students to enable easier recording of information and knowledge. Improved access to the curriculum for all students. All students' needs are met in all lessons. Increased participation in wider school life for students with disabilities.
Physical Environment The school building and environment is adapted to the needs of students as required. This includes: • ramps • lifts • wide corridors • disabled parking	Ensure all policies consider the implications of Disability Access. Ensure that access to school buildings and site can meet the needs of all students.	Review all policies in view of accessibility. 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.	October 2024 Ongoing	- Policy Leads - SENCo - Facilities team - Principal	Access to all aspects of school life for all students. Ease of access to school buildings and site for all, allowing all students to make full use of all facilities in the school.

			Ongoing	- SENCo - Physical Disability Outreach Team - Class teachers	Disabled students able to access all learning in all classrooms.
spaces - disabled toilets and changing facilities - contrasting/highlighted steps and thresholds Personal Emergency Evacuation Plans (PEEPs) in place for students who require support.	Ensure that classrooms are optimally organized for students with disabilities.	Plan classroom layouts according to students' needs. Appropriate resources within classrooms to reflect needs, including: - height-adjustable chairs - tables - writing slopes - catering equipment. Advice and specialist equipment to be sought from Physical Disability Outreach Team as required.			
Information Our school uses a range of communication methods to ensure information is accessible. Large print format for letters and policies available. Large print format for student resources.	Availability of documents and resources in alternative formats.	Parent/Carer information adapted as required. Use of coloured overlays for students and change of background colour on interactive whiteboards. Use of pastel-coloured paper for dyslexic students. Dissemination of relevant information to all staff via student profiles.	As required	- Principal's PA - Learning Mentors - SENCo - All staff	Improved information to parents/carers with disabilities. Improved access to learning for students with disabilities.

Last reviewed: September 2023