



**TUXFORD**  
— Primary Academy —

# Appendix to Accessibility Policy

*Office use*

<b>Published:</b> March 2021	<b>Next review:</b> March 2022	<b>Statutory/non:</b> Statutory	<b>Lead:</b> Joanne Witham
<b>Associated documents:</b>			
DAT Accessibility Diverse Academies Accessibility Policy <a href="https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Accessibility.pdf">https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Accessibility.pdf</a>		Equality Act (2010) Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)	
<b>Links to:</b>			
DAT Special Educational Needs and Disabilities Policy <a href="https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Special-Educational-Needs-and-Disabilities.pdf">https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Special-Educational-Needs-and-Disabilities.pdf</a>			



Diverse  
Academies

Curriculum Access	Targets	Strategies	Outcome	Time Frame	Goals achieved
Medium Term	<ul style="list-style-type: none"> <li>• All curriculum areas consider their practice in light of current legislation and developments.</li> <li>• Ensure all pupils have appropriate equipment in place to enable them to engage with a broad and balanced curriculum</li> <li>• Ensure all arrangements are in place for all pupils with identified needs physical and medical.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue updating CPD training for whole academy staff. Including Paediatric first aid, specific medical training for SPLD and administering medication within a school setting.</li> <li>• Link SENDCO and outside support agencies with academy focus to support teaching &amp; learning.</li> <li>• Meet regularly with pupils, parents and outside agencies to plan access improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are more aware of the ways in which they can make the curriculum more accessible to pupils with specific needs.</li> <li>• All stakeholders have an active part in Academy improvements.</li> <li>• All pupils are to achieve full potential and support structures are in place.</li> </ul>		<ul style="list-style-type: none"> <li>• All pupils have equal access to a broad, balanced curriculum. The academy community values diversity.</li> <li>• Raised awareness of the collective responsibility towards inclusion.</li> <li>• Raised awareness of exam access arrangements.</li> </ul>

Physical Environment	Targets	Strategies	Outcome	Time Frame	Goals achieved
Short term	<ul style="list-style-type: none"> <li>• <b>To ensure that the main academy is accessible to disabled visitor/stakeholders.</b></li> <li>• <b>To ensure Emergency Evacuation Plan includes provision for physically impaired persons in any upper corridors.</b></li> <li>• <b>To ensure all pupil needs are disseminated to staff for access to the mainstream class.</b></li> <li>• <b>To ensure timetabling and classroom allocation takes into account reasonable adjustment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure at least one parking space near the main entrance for disabled visitors when required.</li> <li>• Meetings held with parents, pupils and agencies to assess and evaluate evacuation procedures.</li> <li>• SEN/Strategies folder, EHC Plan, update all TAs and relevant staff.</li> </ul>	<ul style="list-style-type: none"> <li>• All visitors can access the main reception area of academy from the front and feel welcomed.</li> <li>• Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed &amp; any necessary training undertaken.</li> <li>• All pupils accessing a broad and balanced curriculum that is inclusive of their needs.</li> </ul>		<ul style="list-style-type: none"> <li>• All visitors and the academy community feel included on arrival.</li> <li>• Emergency Provision for all in all parts of the academy building.</li> </ul>

