

Tornedale Infant Academy



ACCESSIBILITY PLAN

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1. LEGAL BACKGROUND

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995). The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

2. PURPOSE OF PLAN

This Plan shows how Tornedale Infant Academy intends to ensure and improve the accessibility of our school for pupils, staff, parents/carers and visitors who may be disabled. This Plan is anticipatory – it requires thought to be given in advance to what adjustments might need to be made to prevent any disadvantage. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

3. DEFINITION OF A DISABILITY

According to the Equality Act 2010 a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

4. AREAS OF PLANNING RESPONSIBILITIES

- Increasing access for disabled pupils to our school curriculum (this includes teaching and learning and the wider curriculum of our school such as participation in extra-curricular activities, leisure and cultural activities or visits)
- Improving access to the physical environment of our school (this includes improvements to the physical environment of our school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

5. AIMS

At Tornedale Infant Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We believe in providing an education which is 'accessible for all', regardless of disability.

- The Accessibility Plan is written to complement and support our school's Equality Policy and will be published on our school website. Paper copies are available from our main office.

- Tornedale Infant Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the academy.
- Tornedale Infant Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. TRAINING

Whole school training at Tordedale will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school supports any available partnerships to develop and implement the plan, eg, through Doncaster LA.

7. DOCUMENTS AND POLICIES

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Single Equality Policy
- Health & Safety Policy
- SEND Policy
- Relationship Policy
- School Development Plan
- School Vision Statement

If you have any concerns relating to accessibility at our school, this procedure sets out the process for raising these concerns. This Plan has been drawn up in conjunction with pupils, parents, staff and governors of our school and will advise other school planning documents.

8. ROLES AND RESPONSIBILITIES

The Accessibility Plan will be monitored through the Governing Body. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

9. MONITORING AND REVIEW

The SENDCo will report on the Plan to the Headteacher as appropriate. The Headteacher will report to the Governing Body on any relevant aspects of the working of the Plan as appropriate. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a Committee of the Governing Body or the Head Teacher.

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PRIORITY ONE: To increase access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular clubs or visits)

Target	Actions to be taken	Timescale	Responsibility	Outcomes
Ensure all necessary provision is in place for pupils with additional needs including medical needs	<ul style="list-style-type: none"> • Annual review of all EHCPs • Annual review of all medical information • Medical conditions awareness training continued • Collaboration and preparation of staff, family and school before child/children attend Toredale • Collaboration with external agencies when needed to support child, family and school 	Annually and updated as and when required	<ul style="list-style-type: none"> • SENDCo • SBM 	<ul style="list-style-type: none"> • All information updated and shared with staff • Any equipment, adaptations and provision required are planned for • Staff up to date with and delivering latest training
Increase staff subject knowledge on aspects of disability within our school community	<ul style="list-style-type: none"> • Audit staff knowledge/training • Provide relevant CPD for all staff 	<ul style="list-style-type: none"> • Annually • Ongoing 	<ul style="list-style-type: none"> • SENDCo • Headteacher 	<ul style="list-style-type: none"> • Improved staff confidence • Effective adaptations and high-quality teaching for all pupils • Increased pupil participation and progress
Ensure all educational visits are accessible to all children	<ul style="list-style-type: none"> • Pre-site visit to be conducted by staff where appropriate • Risk assessments to be completed in detail and shared with all relevant stakeholders 	Ongoing	<ul style="list-style-type: none"> • Class Teachers • SBM 	<ul style="list-style-type: none"> • All children to attend every educational visit
Ensure PE curriculum is accessible to all	<ul style="list-style-type: none"> • Audit PE resources to assess accessibility • Continue to develop links with disabled sports people to promote equality and inclusion within our school community • Staff make need appropriate adaptations to activities and equipment where appropriate 	Ongoing	<ul style="list-style-type: none"> • PE curriculum leader • SENDCo 	<ul style="list-style-type: none"> • All children to take part in PE including Sports Day
Improve access to the curriculum	<ul style="list-style-type: none"> • All teachers clear on their children's needs within their classrooms. • Ensure all classrooms use a range of visual resources • Ensure all classes have access to computing to support learning 	Ongoing	<ul style="list-style-type: none"> • Class Teachers • SLT • SENDCo 	<ul style="list-style-type: none"> • Children understand which resources are available to them and use them appropriately • High quality resources are used to enhance quality first teaching

Target	Actions to be taken	Timescale	Responsibility	Outcomes
Ensure identified pupils have their needs met through statutory testing	<ul style="list-style-type: none"> Children will be identified through observations and assessed in accordance with regular classroom practice and additional time, use of equipment, supervised rest breaks, environment suitability and special access requirements will be applied for as necessary 	Annually	<ul style="list-style-type: none"> SLT Class Teachers SENDCo 	<ul style="list-style-type: none"> Barriers to success will be identified and reduced in line with statutory regulations and guidance, enabling children to participate and succeed with testing

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PRIORITY TWO: To continue to improve access to the physical environment of our school (including physical aids to access education)

Target	Actions to be taken	Timescale	Responsibility	Outcomes
All pupils and visitors can access all areas of our school	<ul style="list-style-type: none"> Testing of disability lifts in corridors to manage stairs for wheelchair users Regular site checks including monitoring mustard paint on steps Clear signage Handrails to be checked Any additional equipment implemented when needed and school becomes aware of a child's needs 	Annually	<ul style="list-style-type: none"> SBM Site Supervisor 	<ul style="list-style-type: none"> Pupils and visitors have access to all of the academy
Supporting pupils physical needs	<ul style="list-style-type: none"> Annual review of all PEEPs Ensure relevant staff training is in place to support pupils with personal care. Intimate care plans are co-developed and updated with medical staff and parents Ensure the toilets/changing room facilities are fit for purpose for disabled pupils and visitors Focus on the layout of the classroom environment to ensure accessibility for children with physical needs Referral and support requested from outreach services if needed 	Annual and updated as and when	<ul style="list-style-type: none"> SENDCo Class Teachers Site Supervisor 	<ul style="list-style-type: none"> All key staff are identified and knowledgeable regarding Pupil Emergency Evacuation Plans (PEEPs) All PEEPs are updated Manual handling training completed if needed for supporting pupils with physical needs

Target	Actions to be taken	Timescale	Responsibility	Outcomes
To ensure classrooms have any necessary resources for visually impaired children	<ul style="list-style-type: none"> • Liaison between visual impaired team, parents and school • Relevant resources to be provided in specific classrooms such as writing slope • Application for reader for external assessments when required 	Ongoing	<ul style="list-style-type: none"> • SENDCo • Class Teachers 	<ul style="list-style-type: none"> • Visual impaired pupils can access learning within the classroom
Supporting pupils emotional and mental health and communication needs	<ul style="list-style-type: none"> • Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavior support within interventions and quality first teaching 	Ongoing	<ul style="list-style-type: none"> • SENDCo • Class Teachers • Support Staff 	<ul style="list-style-type: none"> • PSHE curriculum – access jigsaw lessons to support emotional health and wellbeing • Wellbeing week recognized within school • Monitoring of interventions completed • Provision maps in place and support need

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PRIORITY THREE: To improve the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled

Target	Actions to be taken	Timescale	Responsibility	Outcomes
To make available school brochures, newsletters and other information for parents/carers in alternative formats and fonts if requested	<ul style="list-style-type: none"> • Seek parental views regarding current school literature • Review all current school publications and promote the availability of different formats and fonts for those who require it. • Ensure all documents are produced in an accessible format. • Develop the content and use of our school website to share information with parents • Children and parents who have requested to loan school computing equipment can take equipment home to develop further access to appropriate information and resources 	Ongoing	<ul style="list-style-type: none"> • Computing Lead • SENDCo • Class Teachers • SLT/SBM/Admin Assistant 	<ul style="list-style-type: none"> • School information is accessed by all families • Parents receive relevant information in a timely manner • Information about our school is readily available on our website at all times in accessible formats.

Target	Actions to be taken	Timescale	Responsibility	Outcomes
	<ul style="list-style-type: none"> • Option for phone call parents evening appointment for parents including those with SEND children • Support plans can be requested in e-form or paper copies • Contact details for external agencies for parents regularly shared on class dojos school story 			