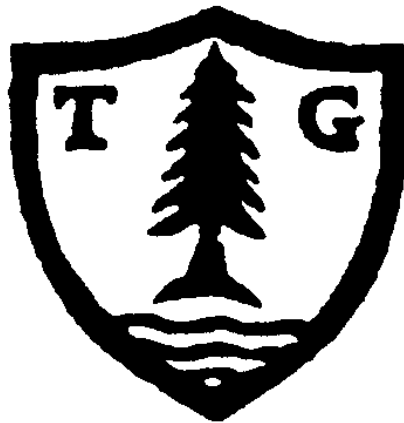


Accessibility plan

Tylers Green First School



Approved by: J Talbot

Date: September 2025

Last reviewed on: August 2025

Next review due by:

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We place a strong focus on developing the basic skills that the children need to be successful and as such, the identification and removal of barriers to learning is central to our school's core values of safe, happy, creative and successful learners. The whole school community continue to passionately promote our school values, encouraging equality and respect for the whole school family.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Buckinghamshire Children and Young People's Partnership Vision is that:

'Children and young people are healthy and safe, feel valued and value others, are treated fairly, have lives filled with learning, achieve their potential and are able to enjoy life and spend quality time with family and friends.'

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils 	Teachers differentiate their teaching to meet the individual needs of children.	Planning uses differentiated activities, adult support and additional resources.	Teachers	ONGOING	
	<ul style="list-style-type: none"> • We use resources tailored to the needs of pupils who require support to access the curriculum 	Teachers use additional resources effectively to support children.	Resources (including additional adults) are planned for and used effectively in lessons.	Teachers SENCo	ONGOING	
	<ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability 	All pupils including those with a disability make good progress.	Pupil Progress Meetings every term to monitor progress. Termly data analysis.	Teachers Headteacher SLT/SENCo	TERMLY	
	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs 	Review and update SEN support plans for pupils with additional needs.	SEN support plans are updated at least termly or when new information is received.	SENCo Teachers	TERMLY	
	<ul style="list-style-type: none"> • The curriculum is reviewed to make sure it meets the needs of all pupils 	Teachers review curriculum half-termly to ensure that it meets the needs of all pupils and that the	Year group planning meetings at the end of each term to review the next term's learning.	Teachers	TERMLY	

		activities and learning are accessible.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ➤ Accessible playground • Corridor width • Accessible toilets • Library shelves at wheelchair-accessible height 	<p>To ensure that play resources are accessible to all children.</p> <p>To ensure that the physical learning environment is accessible to and supportive of all pupils.</p>	<p>Consider pupils with additional needs when purchasing play equipment.</p> <p>Invest in accessible storage for playtime resources.</p> <p>Check the playground regularly for any potential barriers to pupils with additional needs e.g. bumps, equipment impeding walkways.</p>	<p>HT/SLT/Teachers</p> <p>HT/SLT</p> <p>Caretaker/SLT/HT</p>	As required and when new projects are planned	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible as needed. This could include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Signing key vocabulary 	<p>To remove barriers and potential barriers to pupils' learning.</p> <p>To enable all pupils to access and engage with all aspects of school life.</p> <p>To use adaptive teaching methods effectively in all lessons.</p>	<p>Differentiation and adaptive teaching in all lessons.</p> <p>Pictures and symbols to support pupils understanding of instructions and signage where appropriate.</p> <p>Adult support to share and chunk information so that it is meaningful to pupils with additional needs.</p> <p>Enlarged and modified resources for pupils with visual needs.</p>	<p>Teachers/HT/SLT</p> <p>SENCo</p> <p>All staff</p> <p>Teachers/SENCo</p>	As needed and advised by specialist professionals e.g. Educational Psychologist/Occupational Therapist.	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board and the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=128&type=pdf>
- Special educational needs (SEN) information report
<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=130&type=pdf>
- Supporting pupils with medical conditions policy
<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=9&type=pdf>
- Child Protection and Safeguarding Policy
<https://www.tylersgreenfirst.co.uk/attachments/documents.asp?id=2>
- Behaviour Policy
<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=20&type=pdf>
- First Aid Policy
<https://www.tylersgreenfirst.co.uk/attachments/download.asp?file=18&type=pdf>