



Twiss Green Community Primary School

Accessibility Plan October 2025

Date of Approval:	1/10/25
Signed: Chair of Governing Body	<i>L. Davis</i>
Signed: Head Teacher	<i>N. Hughes</i>
To be reviewed by:	October 2026

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Statement of intent

This plan outlines how Twiss Green Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy. The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Objectives
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Aims

Plan Availability

The School makes the Accessibility Plan available in the following ways:

A copy is posted on the school website.

Paper copies are available on request from the school office.

Our Aims are:

- To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Twiss Green Community Primary School
- To maintain the physical environment of the school so that pupils with a disability can take advantage of education and associated services
- To improve the delivery of information to pupils and parents with a disability and parents.

Aim 1: To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Twiss Green Primary School.

Our current position:

- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).

- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the provision planning process.
- Encouraging the use of clear, well-presented visual aids to support the learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work. (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy partners to support vulnerable pupils.
- Making every effort to enhance inclusion at all times. Creating a culture of understanding and tolerance, so that all ability groups and all disabilities, are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities

Aim 2: To maintain the physical environment of the school so that pupils with a disability can take advantage of education and associated services.

Twiss Green takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site and premises.

Our current position:

- The school building is accessible for pupils with physical difficulties.
- The outside play areas are flat and accessible to wheelchair users
- A disabled car park space is available in the school car park.
- Disabled toilet facilities are available with wheelchair access.

- Toilet facilities have been adapted – handles added in toilet areas to meet individual needs.
- Private room spaces are available to enable confidential meetings to take place with SENCO, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.
- The outdoor learning environment has been developed to enhance pupil's health and well-being eg seating areas

Aim 3: Improvements in the provision of information in a range of formats for pupils with a disability.

Our current position:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Pings sent to parents
- Buff paper being used across the school

- **Planning duty 1: Curriculum**

	Aim	To be achieved by	Responsibilities, Time and Cost/Funding Stream	Success Criteria	Who will monitor and review?
Short term	To ensure all staff are trained to support children with medical needs	Update staff training annually in regard to medical needs in school e.g. asthma, Paediatric First Aiders to update after training Administering Medication Policy to be updated annually and parent consent medical forms to be completed	All staff to implement SBM / Office team to update medicines policy School Health to repeat training for diabetes, epilepsy when necessary	Staff feel able to support children with medical conditions Medicines Policy is updated Parent consent medical forms are completed	SBM / Office Team All Staff
	To continue to raise awareness of hidden disabilities e.g. ADHD, ASD, Dyslexia	Staff training Support from the SENCO Participation in Children's Mental Health Awareness Week	SENCO All teachers/TAs /HLTAs CPD funding stream	Staff, children and parents have a better understanding of hidden disabilities Parents are able to use varied strategies to support children with hidden	SENCO Headteacher Class teachers

		Signposting parents to the Warrington ADDvanced Solutions courses Coffee Mornings with guest professionals to share up-to-date information		disabilities	
	Provide a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances - mental health	Mental Health: Share advice and best practice Jigsaw PSHE and MyHappyMind throughout school Ensuring that all staff see good mental health as a priority for all children - staff to ensure that the class teacher/SENCO/DSL is informed of any concerns and logs it on CPOMS.	All staff SENCO/ Headteacher to feedback on training	A supportive culture, ethos and environment is evident across the whole school Staff are able to support children's mental health Staff receive appropriate training to enable them to support	All Staff

		Class teacher check ins, social groups and 1:1 journal time for children who may need support. ELSA. Schools Link Mental Health Practitioner. A CAMHS referral may be necessary.			
Medium term	Parents have a better understanding Of neurodiversity conditions such as ADHD, ASD etc	Recommend parents to engage with Warrington ADDvanced Solutions who offers parents Workshops School website includes information for parents and teachers about Neurodiversity SENCO available for discussions with parents around neurodiversity	SENCO	Parents are able to begin to understand neurodiversity Conditions Parents are able to support a child with neurodiversity Parents are signposted to Warrington ADDvanced Solutions	All staff

Long term	Classrooms are optimally organised to promote the participation and independence of all pupils	Quiet work stations to be used in classrooms where necessary Equipment to be labelled and organised Visual timetables in each classroom ACE Dyslexia friendly dictionaries available in KS2 classrooms	All staff Resources funding stream where necessary	Classrooms are organised and promote participation and independence	Headteacher SENCO
	Out of school activities are planned to ensure the participation of all pupils	Out of school activities to be completed in an inclusive environment with providers that comply with all current legislative requirements	All staff	Increase in access to all school activities	Headteacher SENCO

- **Planning duty 2: Physical environment**

	Aim	To be achieved by	Responsibilities, Time and Cost/Funding Stream	Success Criteria	Who will monitor and review?
Short term	The outdoor areas are accessible to all adults and children	External agencies/contractor to ensure that wheelchair access is incorporated into any plans for the outdoor areas	Headteacher / SBM	School is accessible to all users	Headteacher SBM Site Manager

- **Planning duty 3: Information**

	Aim	To be achieved by	Responsibilities, Time and Cost/Funding Stream	Success Criteria	Who will monitor and review?
Short term	Review information to parents to ensure it is accessible	Provide information in a clear font and manner School office is available to support parents' complete forms, if necessary Ensure all necessary information is available through the school website Support parents who are unable to access written information	All staff Office team	Parents to receive information in a form they can access	Headteacher Office Team

Medium term	Ensure all staff are aware of guidance on accessible formats	Staff have received guidance on Dyslexia and accessible information (as well as ways to reduce visual stress), e.g. dyslexia friendly font, coloured font on white background, buff/coloured paper with black font	All Staff Headteacher	Staff produce information that is accessible to all	Headteacher Office Staff
Long term	Annual review information to be accessible to all	Continue to develop child friendly pupil profiles	All Staff	Staff have produced child friendly profiles	All staff Headteacher

8. Monitoring and Review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is October 2026.

Any changes to this plan will be communicated to all staff members and relevant stakeholders.