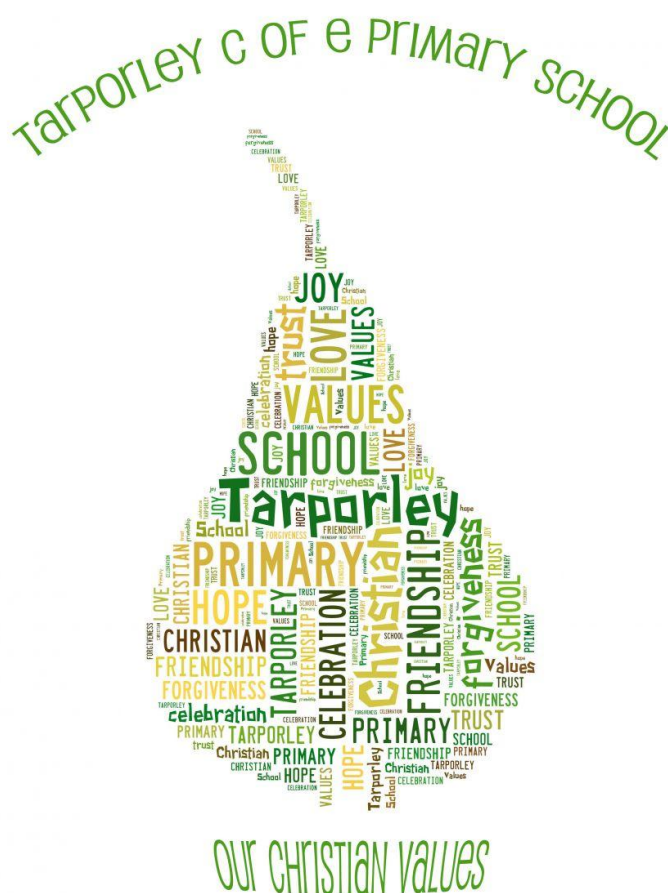


TARPORLEY CE PRIMARY SCHOOL

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our

Christian Values at the heart of everything we do. These are:

LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

ACCESSIBILITY PLAN

Background:

The definition of disability is:

"A person suffers a disability 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 carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

As a school we recognise:

(1) Our duty under the Equality Act 2010

"From September 2002, it will be unlawful for schools and LEAs to Discriminate against disabled pupils in their admissions and exclusions, Education and associated services."

Schools and LEAs, therefore, must:

- Not treat disabled pupils less favourably; *and*
- Must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

(2) That the Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Aims of the Accessibility Plan:

Tarporley CE Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

1. enable students to develop their self-knowledge, self-esteem and self-confidence
2. encourage students to accept responsibility for their behavior, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
3. encourage respect for other people
 - Having high expectations of all pupils.

- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
 - Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
 - Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
 - Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
 - Planning the physical environment of the school to cater for the needs of pupils with disabilities.
 - Raising awareness of disability amongst all school staff through a programme of training.
 - Providing written information for pupils with disabilities in a form which is user friendly.
 - Ensuring that our library and reading books provided positive images of people with disabilities.
1. This Accessibility Plan has been drawn up through ongoing consultation with the pupils, parents, staff and governors of the school and covers the period from September 2025 to October 2026.
 2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
 3. Tarporley CE Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, reading books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually.
5. There will be ongoing awareness raising and training for staff and governors in the matter of disability discrimination.
6. Accessibility Plan should be read in conjunction with the following policies, strategies and documents as equality for pupils is included as an explicit aim in all of the school's policies
 - Teaching and learning
 - Policy for school trips and excursions
 - Equal Opportunities and Diversity Policy
 - Health & Safety Policy
 - Special Educational Needs and Disabilities Policy
 - Behaviour Statement
 - Strategic School Improvement Plan
 - The website includes a copy of the Accessibility Plan.
 - The Plan will be monitored, to assess its impact on the school community.
 - The school will work in partnership with the local education authority Cheshire West and Chester.
 - The Plan will be monitored by Ofsted as part of their inspection cycle.
7. The school will work in partnership with the local education authority – Cheshire West and Cheshire.

Monitoring:

The school recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

- Admissions
- Attainment
- Effects of pastoral strategies Rewards Sanctions
- Exclusions Response to teaching styles/subject SEN Register
- Setting/groups Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Selection & recruitment of staff
- Governing body representation

The plan will be monitored by Ofsted as part of their inspection cycle.

Training:

- Induction for new staff
- Disability awareness training for all staff
- Disability awareness training for pupils
- CPD programme on Inclusion

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in achievement.	Termly pupil progress reviews	Head Teacher All Staff SENCO	Head teacher SLT termly
Differentiated curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom.	Weekly planning	All class teachers	Head Teacher Deputy Head teacher Planning monitoring by subject leads
Meeting the needs of pupils with identified special educational needs and/or disabilities.	Termly individual child profiles Access to learning for identified pupils requiring support beyond the classroom differentiation.	Termly Tracking pupils to identify pupils for support.	All teachers	SENCO- monitor effectiveness of provision Head teacher All teachers
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include extra phonics, iPads to translate, dual language visual resources.	Ongoing	All teachers	SENCO Class teachers.
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and writing slopes.	Ongoing according to pupil needs.	All teachers to report needs to SENCO and Head teacher.	SENCO monitor resources are in place to support needs of identified pupils.
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. Through deployment of extra adults, support with administration of medicine, modification of activities. The school uses Portal Swimming Pool for swimming lessons. This is a private pool and meets stringent DDA compliance requirements	Ongoing as need arises through the year.	All staff	Monitored by Head Teacher and SENCO.
Physical Needs	The school does not currently have height adjustable desks for use by wheelchair users.	Will purchase when necessary	All Teachers	Head teacher and SENCO
Is the building designed to meet the needs of all pupils?				
Building Design	Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary. The school grounds are in the centre of Tarporley village There is a flat walkway from the car park down to the main door. There are steps up to the main entrance from Park Rd. There is also access to the	Daily basis as required Strategic Planning for children with SEND	Head Teacher All Teachers SENCO Site Maintenance Officer	Head Teacher SENCO Site Maintenance Officer Governors

	<p>school playground from the Poppy Lane car park and the High Street. Access to the main building is suitable for wheelchair access. Door control for access is at a suitable height for wheelchair users.</p> <p>There is limited parking on-site, with no clearly marked Disabled Car parking spaces. There is a disabled car parking space on the Poppy Lane car park.</p> <p>External doors from teaching areas are accessible for wheelchair users.</p> <p>The new building work and internal restructuring has made all areas accessible for wheelchair users. There are disabled toilets with shower and changing facilities. A lift allows access to the upper floor.</p> <p>All areas are served by a fire alarm system with sounders and sensors throughout the school. Fire exits are clearly signposted and accessible by all. Fire drills are carried out regularly and any issues raised are acted upon.</p> <p>Internal doors are fitted where necessary to reduce fire risk. Doors, with the exception of those fitted to toilets and the meeting room have glass panels to enable people to see who is standing / sitting on the other side. Hinge protections are fitted on all doors.</p>		Governors	
Safe Evacuation	<p>There are numerous ways of exiting each room in the event of an emergency.</p> <p>School fire procedures are reviewed on a regular basis and displayed clearly on yellow paper in each area of the school. Class teachers go through the procedures with their class every term.</p> <p>Fire drills are carried out on a regular basis. Most emergency exits are double push bar doors. Fire alarms are tested on a regular basis.</p> <p>All visitors are required to sign in on arrival and out on exit</p> <p>Continue with scheduled fire drills and alarm checks. Review fire procedures on annual basis unless an issue/matter for consideration arises.</p> <p>Should the need arise; school will put in place a personal emergency evacuation plan to meet the needs of individuals.</p>	<p>Fire drill – each half term.</p> <p>Fire alarms checks: Weekly (school)</p> <p>3 monthly (contractor)</p> <p>Annually.</p> <p>As and when required.</p>	<p>Site Manager.</p> <p>Head Teacher</p> <p>Class teachers.</p> <p>SENDCo</p>	Governors.
Is communication in place to meet the needs of all its community?				
Communication with Parents	<p>We use the Compass text and email service to communicate with parents/carers.</p> <p>Newsletters for parents are produced in electronic format on the school website; hard copy if requested; hard copy at the main office.</p> <p>Parents are encouraged to contact school by telephone or email or via the school office admin@tarporleyce.cheshire.sch.uk Tel 01829 708188</p>	Daily basis	<p>All Staff</p> <p>SENDCo</p>	Head Teacher, SENDCo and Governors

	In addition – To support families who have a hearing impairment, an interpreter fluent in British Sign Language (BSL) is used for parents evenings, class talks, class assemblies and performances			
Presentation of information	<p>All children have access to visual timetables which are updated on a regular basis. Identified children used a simplified Now/Next visual timetable.</p> <p>Newsletters for parents are produced in electronic format on the school website; hard copy if requested; hard copy at the main office.</p>	<p>Daily basis as required.</p> <p>Weekly</p>	<p>Admin Staff</p> <p>SENCOs</p> <p>All staff</p> <p>Head teacher</p>	<p>Head Teacher</p> <p>SENCOs</p>
Sensory Impairment	<p>There is no hearing loop system in place. This matter will be considered when reviewing long-term buildings planning. Similarly, the use of colour coded areas will fall into this category.</p> <p>Departments are not colour coded. This could be considered in long term planning.</p> <p>The main entrance is marked clearly and steps on stairs are highlighted</p> <p>The school is sufficiently lit in the evening.</p> <p>There are no hazards such as bollards or litter bins on the main thoroughfare except for planters.</p> <p>Direction and information signs are limited around school. There are no tactile signs for people with visual impairments. These will be reviewed and added when required.</p>	Ongoing	<p>Head Teacher</p> <p>SENCOs</p> <p>Site Manager</p> <p>All staff</p>	<p>Head Teacher</p> <p>SENCO and Governors</p>
Pupils with Communication difficulties	Use of Makaton signs and visuals used to support language development	Termly	All staff	<p>SENDCo</p> <p>Headteacher</p>
Signage	<p>The signage in and around the school is of a clear and easy to read text.</p> <p>This should be continually reviewed to meet the needs of the school community, i.e. braille may be required in the future.</p>	As and when required.	<p>Governors</p> <p>(Premises Management Committee)</p>	Governors.
ICT Equipment	<p>All classrooms are equipped with the ICT required to enhance teaching and learning for all, e.g. large interactive whiteboards.</p> <p>All laptops and iPads have relevant and up to date software and children have access to additional equipment/online software/resources as needed.</p> <p>Text font and colour used is dyslexia friendly and of suitable size for all.</p> <p>Individual pupils have access to the relevant equipment/ software and support in order to enable full access to the curriculum.</p> <p>Equipment is replaced and purchased as and when necessary EG Installing induction loops</p>	As and when required.	<p>Governors</p> <p>Head Teacher</p> <p>SENDCo</p>	Governors.

Plan written by Emma Massey (SENDCo)

Updated September 2025

To be reviewed September 2026