Tidbury Green School

Accessibility Plan

2026-2029

Plan period	Autumn 2026 - Autumn 2029
Annual review	Autumn Term
Next full review	Autumn 2029
Monitoring	Finance and Resources Committee / Governing Body

1. Purpose and commitment

Tidbury Green School is committed to creating an inclusive environment in which pupils, staff, parents/carers and visitors can participate as fully as possible in school life. We recognise that accessibility is broader than physical access. It includes access to learning, communication, information, the wider curriculum and the opportunities that enable children to flourish.

We are committed to anticipating and removing barriers wherever reasonably possible, making reasonable adjustments for disabled pupils, and developing a culture in which difference is understood, respected and valued. Accessibility is considered as part of everyday school improvement as well as through the specific actions in this plan.

This Accessibility Plan covers a three-year period from Autumn 2026 to Autumn 2029. It will be reviewed annually and updated sooner where there are significant changes to the needs of the school community, the physical environment or statutory requirements.

2. Statutory aims of the plan

The plan is organised around the three areas that schools are required to address through accessibility planning:

- Increase the extent to which disabled pupils can participate in the curriculum, including teaching and learning, assessment, educational visits, clubs, sport and the wider life of the school.
- Improve the physical environment of the school to increase the extent to which disabled pupils, staff, parents/carers and visitors can take advantage of education, facilities and services.
- Improve the availability and accessibility of information for disabled pupils and other members of the school community, including the provision of information in alternative formats where required.

The plan should be read alongside the school's SEND Policy, SEND Information Report, Equality information and objectives, Admissions arrangements, Health and Safety arrangements and other relevant policies.

3. How the plan will be implemented and reviewed

Responsibility for accessibility is shared across the school. The Headteacher and senior leaders oversee implementation; the SENDCo supports the identification and removal of barriers for individual pupils; curriculum and subject leaders develop inclusive practice; and the Site Manager supports the accessibility and safety of the physical environment.

The Finance and Resources Committee and Governing Body will monitor progress. The action plan will be reviewed at least annually, with completed actions recorded and priorities adjusted where necessary. The school will also use pupil, parent/carer and staff feedback, SEND review information, curriculum monitoring, premises checks and professional advice to identify emerging barriers.

4. Current accessibility strengths

The 2023-2026 plan identified a range of established strengths. The new plan builds on these rather than treating accessibility as a new initiative.

Curriculum and participation

- High-quality inclusive and adaptive teaching, supported by individual strategies and One-page Profiles where appropriate.
- Use of visual timetables, structured routines, adapted resources, ICT and other reasonable adjustments according to pupil need.
- Close monitoring of pupil progress and SEND provision through the graduated approach.
- Inclusive access to clubs, sport, educational visits and wider school opportunities.
- Access to specialist advice and support, including speech, language, sensory, physical and other external services where appropriate.

Physical environment

- Wheelchair-accessible routes and wide corridors and circulation spaces.
- Accessible toilet and changing facilities.
- Adaptations such as accessible-height shelving and contrast features where needed.
- Established site routines to keep pathways and access routes clear and to support safe arrival and departure.

Communication and information

- Adapted print resources.
- Use of visual supports and adapted equipment/resources for pupils.
- Flexible communication with families, including telephone, email and support with written communication where appropriate.
- Access to translation or alternative-format information where a need is identified.
- Regular opportunities for families to discuss SEND support, including SEND reviews and informal parent/carer events.

5. Action Plan: Curriculum Access

Aim: to increase the extent to which disabled pupils can access, participate in and achieve through the curriculum and wider life of the school.

Priority	Action	Timescale	Lead	Success measure	Review
Inclusive teaching	Maintain a planned programme of professional development in adaptive teaching, reasonable adjustments, neurodiversity and disability awareness. Training will respond to the needs of current pupils and identified staff development priorities.	Annual / ongoing	SENDCo / SLT	Staff confidence and practice improve; monitoring shows appropriate adjustments are embedded in everyday teaching.	Annual
Subject accessibility	Each subject leader will review barriers within their curriculum area and identify practical adaptations, resources and reasonable adjustments that support access without lowering ambition.	2026-27, then review	Subject Leaders	Curriculum monitoring shows accessibility is planned explicitly across subjects and pupils can participate in the full curriculum.	Annual
Pupil voice and barriers	Build accessibility questions into pupil voice and SEND review processes so that barriers to learning, participation and independence are identified early and acted upon.	From 2026-27	SENDCo / Class Teachers	Pupils can identify what helps them; emerging barriers are recorded, addressed and reviewed.	Termly / annual
Assessment access	Ensure pupils receive appropriate access arrangements and reasonable adjustments in internal and statutory assessments, based on normal classroom practice and current guidance.	Ongoing	SENDCo / Teachers	Assessment reflects pupils' knowledge and skills rather than avoidable access barriers.	Annual
Wider participation	Monitor participation of disabled pupils and pupils with SEND in clubs, councils, sport, visits, residentials, performances and enrichment. Make reasonable adjustments where barriers are identified.	Ongoing	SLT / SENDCo	Participation data and pupil voice show equitable access to the wider life of the school.	Annual
Transitions	Strengthen personalised transition planning where disability or SEND creates additional barriers when pupils join the school, move classes or transfer to secondary education.	Ongoing	SENDCo / Phase Leaders	Transition plans are in place where needed and pupils/families report that key information and strategies are transferred effectively.	Annual

6. Action Plan: Physical Environment

Aim: to maintain and improve the physical environment so that disabled pupils and other members of the school community can access facilities and services as independently and safely as reasonably possible.

Priority	Action	Timescale	Lead	Success measure	Review
Access audit	Complete an accessibility walk of the site and review the school's physical access audit, including entrances, routes, thresholds, toilets, signage, lighting, acoustics, furniture and outdoor areas.	2026-27; refresh annually	Site Manager / Headteacher / SENDCo	A prioritised record of barriers and actions is maintained and informs premises planning.	Annual
Safe routes	Maintain clear pathways, corridors and access routes. Continue communication about considerate parking and access to disabled bays, and address temporary obstructions promptly.	Ongoing	Site Manager	Access routes remain safe, clear and usable for pupils, families, staff and visitors.	Termly
Wayfinding and signage	Review external, internal and pictorial signage for visibility, clarity, consistency and accessibility. Replace or add signs where an identified access need exists.	2026-28	Site Manager / SLT	Visitors and pupils can locate key areas and understand relevant site information with greater independence.	Annual
Learning environments	Review classroom and shared spaces for sensory and physical barriers, including seating, movement, lighting, noise, display density and access to resources. Make reasonable adjustments according to identified need.	Ongoing	Teachers / SENDCo / Site Manager	Individual access needs are addressed promptly and learning environments support participation and regulation.	Annual
Outdoor access	Review accessibility of playgrounds, outdoor learning, play equipment and sports areas when maintenance or improvements are planned.	Ongoing / capital cycle	Site Manager / PE Leads	Outdoor opportunities remain accessible and new developments consider a range of physical and sensory needs.	Annual
Emergency access	Ensure evacuation and emergency arrangements take account of pupils, staff or visitors who may require additional support, including individual arrangements where necessary.	Annual and on admission	Headteacher / Site Manager / SENDCo	Appropriate individual arrangements are recorded, understood by relevant staff and reviewed when needs change.	Annual

7. Action Plan: Communication and Information Access

Aim: to ensure that important information is available in forms that disabled pupils and other members of the school community can access, understand and use within a reasonable time.

Priority	Action	Timescale	Lead	Success measure	Review
Alternative formats	Maintain the ability to provide information in alternative formats where required, for example enlarged print, adapted layout, simplified presentation or digital formats. Seek specialist advice where needs are more complex.	Ongoing	SENDCo / Office Manager	Requested adaptations are provided within a reasonable timeframe and meet the identified access need.	Annual
Digital accessibility	Review key website and digital documents for accessibility, prioritising SEND, admissions, policies, newsletters and information commonly used by families. Use clear headings, readable layouts and accessible file formats where practical.	2026-29	Office Manager / SLT	Key public information is easier to navigate and access on different devices and with assistive technology.	Annual
Family communication	Identify and respond to communication needs of parents/carers, including translation, interpretation, telephone contact, supported explanation or alternative formats where appropriate.	Ongoing	Office Manager / SENDCo	Families can access and understand key information and participate in meetings and decision-making.	Annual
Pupil information	Continue to use visual supports, adapted print, assistive technology and specialist resources where required. Review access to large-print and accessible-text services according to pupil need.	Ongoing	SENDCo / Teachers	Pupils receive information in a form that supports independence, participation and learning.	Termly / annual
Accessible meetings	Ensure SEND reviews, parent meetings and school events can be adapted where a participant has an access need, including venue, timing, format or communication support.	Ongoing	SENDCo / SLT / Office	Reasonable adjustments are made when requested or identified and do not create avoidable barriers to participation.	Annual
Staff awareness	Provide staff with clear guidance on how to request adapted materials, specialist advice or communication support for pupils and families.	2026-27; refresh	SENDCo / Office Manager	Staff know the process and can respond promptly when an accessibility need is identified.	Annual

8. Publication and availability

This Accessibility Plan will be available on the school website. Paper copies and alternative formats can be requested from the school office. Questions about accessibility or requests for reasonable adjustments can be discussed with the Headteacher, SENDCo or school office as appropriate.

9. Annual review record

The plan is a working document. Progress against each priority should be reviewed annually, with actions updated where needs, resources or circumstances change.

Review date	Progress / evidence	Priorities amended or added	Reviewed by
Autumn 2027			
Autumn 2028			
Autumn 2029			