Twickenham PRIMARY ACADEMY

Accessibility Plan



2027-2030

Policy Review Schedule

Policy Name	TPA Three-Year Accessibility Plan 2027-2030
Review Frequency	Every three years
Statutory Policy	Yes
Policy Owner	Principal
Lead Reviewer	SENDCo
Key review dates	**Changes made**
5th October 2026	No changes made

At Twickenham Primary Academy, our values reflect our commitment to a school where there are high expectations of all pupils and staff. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Children are provided with high-quality learning opportunities so that each child works to his/her potential. Twickenham Primary Academy is a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) he or she has physical or mental impairment, and

(b) An impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

Objectives

Twickenham Primary Academy is committed to providing an environment that enables full curriculum access and includes 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 school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday. activities. We respect a parent and child's right to confidentiality.

Twickenham Primary Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information. It also shows how access to the written word and school communication can be improved for all stakeholders.

The Accessibility Plan

The Plan contains relevant and timely actions to: -

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this, they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to 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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand- outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Teaching and Learning Policy
- Health & Safety Policy
- School Development Plan

- Special Educational Needs Policy and SEND Information Report

It may not be feasible to undertake all of the Accessibility works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be monitored three times a year as is the School Development Plan

The Accessibility Plan will be published on the school website.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SENCo**
- **Site Manager**
- **Local Fire Officer**
- **LA Premises Contact for the school**

Action Plan A – Improving Physical Access

Ref	Key Issues	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing
2	Wheelchair / easy and step free access to all classrooms and the hall	Enable wheelchair users and those with physical disabilities to access all parts of the school independently. There is a lift to all floors.	Immediate	High	None	
	Access to the classrooms	To provide an adjustable table and chair for pupils with physical disability, as required. To provide window blinds in all classrooms. To add diffusers to all fluorescent tubes. To provide consistently non-slip exterior pathways. To provide handrails in areas where they are deemed to enhance safety. To provide visual fire alarms and tactile signs throughout the school and boarding facilities as appropriate.	As required by the needs of the pupils.			Ongoing
	Access to playground	Enable wheelchair users and those with physical disabilities to access all parts of the school independently. There is a lift to all floors.	Immediate	High	None	Ongoing
3	Disabled parking	Any disabled visitors to the school can park in the clearly marked disabled bays.	Completed	Medium	None	Completed since the building of the school.

	Provision of food and drink at school	To ensure that any pupils with disabilities are provided with the appropriate assistance to eat, in a manner which promotes dignity and choice.	As required by the needs of the pupils.			Ongoing
	Accommodation of children with hearing impairments.	All classrooms which provide learning space for children with hearing impairment will be audited by the sensory support service. All teachers who teach children with a hearing impairment will be supported by the SENCo and the sensory support service. FM systems to be used and acoustics considered at all times if the child's needs call. for it.	As required by the needs of the pupils.			Ongoing
	Accommodation of children with visual impairments.	All areas to be accessible and signposted with braille if applicable. Teachers to be mindful and name children with these impairments on planning so that children have correctly pitched work. Habilitation specialists from the sensory service to visit and support any children with VI. Braille Day to be celebrated by the school community.	As required by the needs of the pupils.			Ongoing

Action Plan B – Improving Curriculum Access

Ref	Key Issues	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SLT and SENCo to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs	
	CURRICULUM ACCESS	To raise awareness of ALL staff. To provide ALL staff with information about specific disabilities and suggested strategies for effective learning. Amend policies and procedures as required. Teaching children with ASC and ADHD CDP to be given to all staff. Practical Strategies for challenging the most able pupils in a mixed ability classroom. Adaptive teaching: the teacher's role in addressing the needs of pupils with learning difficulties within the classroom (CPD as needed) Identifying Learning Needs in the Classroom Teaching EAL (English as an additional language) students: some practical approaches Use of thinking maps for all learners. pictures and diagrams to back up what had been said – for visual learners; number lines. reading out loud texts that you want a class to read, for slower readers and those with processing difficulties. allowing students to talk about what they were learning for those that need to verbalise	Ongoing – dependent on needs of staff and children. .			

		information. allowing students to use technology to help students with handwriting difficulties/ organisation difficulties allowing thinking time when asking questions so that those with processing difficulties have a chance to think through oral questions. allowing extra time for exams and tests for students that would need it due to learning difficulties. Sound buttons and dictation software used as needed. PE plans to be adjusted and adapted to the needs of individual children to ensure that everyone can access the full curriculum offer. ICT Dept to develop systems and explore possibilities with depts. To facilitate greater use of any appropriate Technology as an aid to learning. To develop INTRANET facilities to enable pupils to access lesson notes/plans/alternative/additional tasks.				

2	Interventions	SENCo set up intervention programmes and formats for recording. TA training in delivering programmes and recording outcomes. All interventions to be evidence-based; time-limited and carefully targeted. Delivery to be carefully matched to the child's needs.	Ongoing – interventions will change with the needs of the children.	High	Resourcing costs of identified areas to develop	
3	Classrooms are organised to promote the participation and independence of all pupils	SENCo to carry out an audit of classroom layouts, organization of resources and ensure that lessons are planned to meet the needs of all pupils in the class. Acoustic surveys completed annually by the teacher of the deaf.	Ongoing – dependent on needs of children.	Medium	Possible resource implications where gaps are identified	
4	Staff training in the production, implementation and review of Intervention programmes and EHC Plans	SENCo to deliver staff training to teaching staff.	As required by the needs of the pupils.	Medium	Not applicable	
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SPLD, ASD, S & L	SENCo and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary.	As required by the needs of the pupils.	Medium	SENCo release costs. External specialist costs	

Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	As & when	Not applicable	
	Availability of written material in a way that allows dyslexic students to read with ease.	The school will use 'dyslexia friendly' typefaces and coloured backgrounds for IWB displays. Where appropriate and necessary, children with dyslexia or other visual processing needs (SpLD) will have their work printed on coloured paper and be able to write on coloured paper.	Immediate – as any pupil is diagnosed.	As and when	N/A	
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an Additional Language.	With the development of the new website.	Medium	Not applicable	
	Availability of written information for children and adults with VI.	All classroom materials for children with VI to be produced in Braille and other tactile resources to be produced or loaned from VI service. Use of a Braille Note Touch for instant 'translation' Recorded text and use of readers as necessary.	Ongoing		Not currently applicable.	