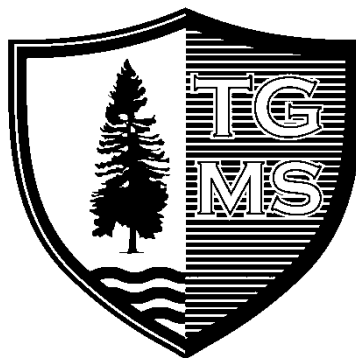




BUCKINGHAMSHIRE COUNCIL

Accessibility Plan

Tylers Green Middle School



This policy was adopted on: Autumn 2025

The policy is to be reviewed by: Autumn 2026

1. Aims

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

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To 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 aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant external agencies in order to remove or minimise any potential barriers to learning, which might put them at a disadvantage. We seek to ensure that we act to allow our disabled pupils to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people within school and beyond, and in ensuring that we continually review how we can improve access to education for all disabled pupils. As part of this process we seek and value the views of parents and other stakeholders through parental questionnaires and discussions.

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.

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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCos) and the SEND information report.

The Equality Act 2010 defines an individual as disabled 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 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.

4. Related Policies and Documents

- Behaviour Policy
- Equality and Cohesion Policy
- Health and Safety Policy
- SEN Policy (and information report)
- Supporting Pupils with Medical Conditions

5. Policy Review

This policy will be reviewed annually by the Full Governing Body, as part of its monitoring cycle.

6 Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010 and the contextual needs of our pupils.

Aim	Current good practice Including established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Develop Pupil Voice across the school in relation to equality and accessibility	- Our school has multiple, democratically-elected groups for the pupils to participate in: - o School Council - o Sports Council - o House Captains - o Well-being Mentors - Annual pupil survey and subsequent assemblies to evaluate the results with the pupils - Student-led assemblies (where appropriate) and the Current Affairs program in Upper School - Discussions in class are supported through 'Forum' principles, included in the school's Teaching, Learning and Curriculum Principles	- Expand the School Council's role - Enhance accessible feedback channels - Facilitate pupil input on Equality Policies:	- Develop the role of the School Council to include Equality and Accessibility responsibilities to feed into the school's Equality Objectives in the school's Equality and Cohesion Policy (working with Governors) - Further develop accessible channels for Pupil Feedback, including the pupil survey, Time to Talk and access to speak to school leaders	SENDCo SLT Pupil Voice Lead	Autumn 2025 and ongoing	- The School Council includes designated Equality and Accessibility roles by the end of the academic year - Updates from the School Council on equality and accessibility initiatives are presented in meetings with Governors at least once per year - Contributions from the School Council are visibly incorporated into the school's Equality Objectives within the Equality and Cohesion Policy - Pupils report improved access to and confidence in using feedback methods, as measured through follow-up surveys

Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is reviewed to ensure it meets the needs of all pupils - The school has provision for 1:1 iPads or laptops for pupils with specific needs to improve accessibility and ensure inclusion - Welfare Office, SENDCo and Learning Mentor are available to meet with families as needed for support - Enhanced transition support is in place for those who need it between our feeder schools and Y3	- Ensure all pupils with a disability make expected progress and have improved access to the curriculum where needed - Ensure rolling program of updating I-Pads and laptops in place for specific pupils to ensure 1:1 provision continues - Ensure transition is as smooth as possible for all children and enhance support in place for those who need it between feeder schools and Y3, and KS2/KS3	- Audit school for further ways to ensure inclusion and accessibility for all pupils through Inclusion Mark Criteria - Work alongside the Local Authority and Chiltern Area Partnership schools to action areas for improvement and collate evidence - Audit of I-pads and laptops and plan put in place to be included in budget for rolling programme	SENDCo SLT ICT and Communications Coordinator	Autumn 2025 and ongoing	- Ensure all pupils with a disability make expected progress and have improved access to the curriculum where needed - Ensure rolling program of updating I-Pads and laptops in place for specific pupils to ensure 1:1 provision continues
improve and maintain access to the physical environment	- The environment is adapted to the needs of pupils as required.	- Improves access to building (including safety) - Improve signage around the school - Improve disabled toilet facilities	- Add door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms with possible visual symbol included - Investigate translating some signs / displays / information into different languages	SLT	Autumn 2026 and ongoing	- Clear door signs on all rooms which can be easily identified with those with a disability - Parents with English as an Additional Language feel school is more accessible

			- Investigate renovation of the toilet facilities, including a bespoke disabled toilet - Investigate moving of door code pads or use of fobs to enter buildings so all children can reach them and/or renovate the front of the school to add an air lock, and electric outer gates			- All children can go in between buildings as needed, more safely - Better disabled toilet access
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