

Tring Park School Accessibility Plan – 2025 - 2028

This Accessibility Plan covers the period from April 2025 to March 2028. The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). Under Schedule 10 of the Equality Act 2010, the School is responsible for preparing an accessibility plan.

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability. 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'.

Tring Park School recognises the following duties that this places upon them towards all pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings - whilst recognising that the listed status of the buildings and grounds does impose some limitations - so that the school buildings are more accessible to disabled pupils.

Tring Park School 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.
- plan to undertake reasonable adjustments to the school buildings to enable staff to access the workplace whilst recognising that the listed status of the buildings and grounds does impose some limitations.

Tring Park School also recognises its responsibilities towards disabled visitors.

The school continually aims to increase the accessibility of provision to all pupils, staff and visitors. This Accessibility Plan contains relevant actions to:

- **increase the extent to which disabled pupils can participate in the school curriculum.** This covers teaching and learning and the wider curriculum of the school. It also covers the provision of specialist aids and equipment, which may help pupils to access the curriculum more effectively.

- **improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.** This covers improvements to the physical environment of the School and physical aids to access education.
- **improve the provision to disabled pupils of information which is provided in writing for pupils who are not disabled,** for example, handouts, timetables, teaching resources and information about school events.

Tring Park School is committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively in line with the Equality Act (2010).

This plan will be monitored and evaluated by SLT and reviewed annually by the Governing Body.

Accessibility Constraints for Pupils, Staff and Visitors with Disabilities:

The Listed status of some of the buildings, their layout and plant in common with other schools of the type and age, present obvious challenges to disabled members of the community and visitors.

One of the most challenging and long-term aspect of our Accessibility Plan concerns access for the physically disabled. At present the School is not able to provide unimpeded access for a wheelchair user across all areas and in all buildings. The School has at its disposal a number of wheelchair ramps held centrally to be deployed as required to assist wheelchair users to enter buildings where there are steps.

IMPROVING CURRICULUM (VOCATIONAL & ACADEMIC) ACCESS

AIM	ACTION	OUTCOME	TIMESCALE
To ensure pupils with SEND make good or better progress	Effective implementation of procedures as set out in the SEND Handbook	Pupils with disabilities are included and have full access to the curriculum.	Ongoing
	As full as possible information concerning SEND on Admission to the School by Registrar and as full disclosure as possible of the relevant information to SLT, Directors and Head of Learning Support.	Pupils achieve good or better progress.	Ongoing
	Early identification of need through effective use of baseline data and appropriate assessments.		Prior to Admission
	Identification and implementation of appropriate personalised intervention timetables with Learning Support staff.		On admission and ongoing (see reporting and assessment policy and schedule (TBC))
	Provision of adult support if necessary to ensure the curriculum (academic and vocational) is fully accessible to all pupils with disabilities.		Ongoing

	<p>Effective use of data and outcome of monitoring to track impact of interventions through the process of assess, track, plan and review.</p> <p>Progress tracked through SLT and reported annually to Education sub-committee.</p> <p>Ensure the needs of SEND pupils are met in public examinations.</p>	<p>Tring Park School follows the SEND guidance issued by JCQ regarding public examinations. This information is updated on annual basis as candidates are entered for their public examinations.</p>	<p>Ongoing</p> <p>Ongoing in academic / vocational departmental meetings</p> <p>Annual post-exam analysis and reporting</p> <p>Ongoing</p>
<p>Improve the knowledge and skills of teaching, pastoral and support staff in providing for the needs of pupils with SEND</p>	<p>Audit the additional needs of pupils</p> <p>Skills audit and staff training needs identified</p>	<p>Teaching and Learning to have inclusion at its heart with adaptive teaching the norm and of a consistently excellent</p>	<p>Prior to admission wherever possible (as above)</p> <p>Summer 2026</p>

	<p>Seek advice from experts and promote disability equality via INSET, CPD and assemblies in order to support staff and improve skill levels</p> <p>Ensure all teaching staff are fully informed with the SEND requirements of all the pupils they teach.</p> <p>Teachers to engage with data and information supplied by the SEND department more meaningfully.</p> <p>Middle Management (HODs) to receive particular training on SEND.</p>	<p>standard across the Academic and Vocational Department.</p> <p>Staff become more secure in their understanding of pupil needs, leading to improved provision and better access to the curriculum for pupils with SEND</p> <p>Effective support and communication with teachers of pupils with learning difficulties and/or disabilities and or SEND.</p> <p>Observations (formal and informal) to focus on aspects of adaptive teaching and best practice to be shared amongst staff by means of Learning Walks and Nip Ins.</p>	<p>Ongoing</p> <p>Ongoing and in departmental meetings</p> <p>September 2026</p> <p>Ongoing</p>
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		Quality of provision and care to be consistent between departments.	Ongoing
To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all pupils	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms taking into account individual needs</p> <p>Purchase specialist equipment required</p> <p>Agreement on appropriate seating plans</p>	<p>The layout and access to learning and teaching classrooms are more supportive towards SEND pupils.</p> <p>The implementation of appropriate seating plans will enable Teaching and SEND staff to move around the classroom to support SEND pupils. Implementation will also enable to the monitoring of teacher engagement with the SEND data as provided by the SEND department.</p>	<p>As needs are identified – extend use of supportive software Ensure that IT equipment is fully functional Increase access to laptops as appropriate</p> <p>Ongoing and September 2026</p>
To ensure all trips and extra-curricular activities are inclusive	<p>Ensure all school trips and residential visits are accessible for pupils with SEND Review all plans for trips and extra-curricular activities to ensure accessible to all</p> <p>Make appropriate adaptations where necessary to ensure trips</p>	<p>All trips and activities are organised in advance and fully approved by the Senior Leadership Team.</p> <p>Ensuring that where appropriate reasonable adjustments have been made enabling pupils to participate in the trip(s)</p>	<p>As annual programme is agreed</p> <p>As part of trip planning</p> <p>Standing item on committee agenda</p>

	<p>and extra-curricular activities are inclusive</p> <ul style="list-style-type: none"> Individual risk assessments completed and appropriate staff allocated to ensure they are inclusive 	<p>Appropriate risk assessments in place and audited through H&S committee</p> <p>Head of Learning Support to keep up to date with current regulations and information on specific pupils to be disseminated to trip organisers and leaders.</p>	
<p>To identify and share, where appropriate, the medical needs of pupils including wellbeing and mental health and provide specialist training where necessary</p>	<p>Identified medical needs on Admission</p> <p>Audit medical needs and health care plans each term</p> <p>Provide training for staff in understanding of identified conditions.</p> <p>Provide training for specified staff in the administration of specific medicines, for example, asthma, epi-pens, ADHD medication, wellbeing and mental health</p>	<p>Effective support put in place for pupils through a greater understanding of need</p>	<p>Prior to Admission wherever possible</p> <p>Start of each term</p> <p>Appropriate support provided for pupils with SEMH issues - Start of each term</p> <p>As needed</p> <p>Annual training in all staff inset</p>
<p>To use external services to support pupils with a disability</p>	<p>Access external services for advice and support and then to provide ongoing advice and support as required</p>	<p>The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability.</p> <p>Staff develop a greater</p>	<p>Ongoing links established</p>

		understanding of disability issues through targeted CPD and links with appropriate external agencies	Schedule to be discussed and agreed with AB, EO, Medical Centre and LS Dept
Behaviour	Promote positive attitudes to disabled people by ensuring that disability is represented in posters, collages, displays and learning. Celebrate and highlight key events such as the Learning Disability Week.	Any incidents of harassment and bullying of disabled pupils are addressed through the anti-bullying policy and the pastoral care within school.	Ongoing

IMPROVING PHYSICAL ACCESS

AIM	ACTION	OUTCOMES	TIMESCALE
Maintain safe access for SEND pupils and visitors with disabilities	<p>Regular monitoring of all access routes and address any obstructions / non-compliant matters</p> <p>To renew on a regular basis any floor markings to aid visual impairment</p>	Routes around the site to be maintained in a safe and accessible state	<p>Termly monitoring</p> <p>Termly monitoring with both planned and immediate maintenance</p>
Capital development and annual R&M plans to take into account the needs of disabled pupils, staff and visitors	<p>All plans and developments to ensure that SEND compliance is met.</p> <p>Review of annual R&M plan</p> <p>Identify appropriate funding requirements</p>	<p>The site overall makes an ongoing move towards disability compliance as appropriate</p> <p>The needs of pupils, staff and visitors taken into account when planning and undertaking future improvements and refurbishments</p>	<p>Ongoing in terms of new capital developments</p> <p>Termly review / update of R&M plan and works</p>

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

AIM	ACTION	OUTCOMES	TIMESCALE
Ensuring availability of written material in alternative formats.	Explore and become aware of services for converting information into alternative formats	If needed, the School could provide written information in alternative formats.	Ongoing
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information Use staff meetings to introduce discussion topics on SEN and to explore case studies to develop practical strategies that can be used within the classroom.	Access arrangements in place for all tests	Summer 2024 - ongoing
Ensure staff are familiar with technology and practices developed to assist SEND pupils	<ul style="list-style-type: none"> Clear guidance issued on the availability of technical resources and where required staff training to be implemented in their use. 	Staff have a greater familiarity with available technology and its use in supporting SEND pupils	Ongoing Schedule to be discussed and agreed with AB, EO, Medical Centre and LS Dept
Improved signage	Audit all signage for accessibility to the visually impaired	Clear signage updated throughout school and ongoing.	Completed but to be kept under review and monitored.
Parental Communication	Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs.	Parents are fully informed on all necessary matters, so they can fully support their child's education. Ongoing	Ongoing
Inclusive discussion of access to information in all parent/teacher meetings	Survey parents to check about preferred format for accessing information	Parents able to access information in preferred user-friendly format	Annual review

Website is compliant with statutory regulations	Dedicated staff member to update and maintain website	Information available to all electronically compliant	Summer 2026 - ongoing
To review all audition and application forms/ processes to ensure inclusivity	Fully accessible literature and compliance with 2010 Equality Act	Applicant process compliant	Autumn 2026