



Tyndale Primary School

Accessibility Plan

Tyndale Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Tyndale Primary School

Accessibility Plan

06/01/2026

This Accessibility Plan applies to Tyndale Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Governing Body on: 19th January 2026

This plan is due for review by: 19th January 2027

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ 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”.

This plan sets out the proposals of Tyndale Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Tyndale Primary School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Tyndale Primary School

Tyndale is a one-form entry primary school for children aged 4–11. The school is spread across two single-storey buildings: one for EYFS and Key Stage 1, and another for Key Stage 2. Both buildings are fully accessible and each includes a designated disability-access toilet.

Tyndale Primary School’s vision for disabled pupils:

Tyndale Primary School’s vision for disabled pupils is to deliver an inclusive education that identifies and removes barriers to participation, ensures equal opportunities and promotes high expectations for all learners. We are committed to fostering a supportive environment where disabled pupils can achieve their full potential. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life of the school and benefit from the learning experiences we provide.

Tyndale's School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA

Review columns will be completed annually as part of the school's accessibility and SEND review cycle.

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan	Impact	Resp.	Y1 Review	Y2 Review	Final Review
Strengthen the consistency and quality of curriculum adaptations across all subjects to ensure that disabled pupils can fully access learning, including through improved use of assistive technology and differentiated resources.	Disabled pupils will access learning more independently and confidently, leading to improved engagement and progress. Consistent adaptations across subjects will create a more inclusive and equitable learning experience, evidenced through pupil progress data, lesson observations, and pupil voice	Luke Crouch			
Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, pupil leadership, societies etc.	Student body representation will reflect its diverse nature, measured through increased participation rates in clubs and leadership roles	Luke Crouch			
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact.	Improved attainment and progress for SEND students, evidenced through pupil progress data, lesson observations, and pupil voice	Luke Crouch			

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp.	Y1 Review	Y2 Review	Final Review
Review and enhance internal navigation by improving signage, classroom layout, and corridor access to ensure disabled pupils can move safely and independently around the school.	Disabled pupils will move around the school more safely and independently, with improved access to learning spaces and facilities, evidenced through pupil progress data, lesson observations, pupil voice, and through regular premises reviews	Luke Crouch			
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards.	No student is impacted by a lack of accessibility to the building and environment, evidenced through pupil progress data, lesson observations, pupil voice, and through regular premises reviews	Luke Crouch			

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp.	Y1 Review	Y2 Review	Final Review
Provide all key school documents in accessible formats, such as large print, simplified text, audio versions, or translated formats when required.	All pupils and families can access school information in a format that suits their needs upon request or identified need, improving communication, understanding, and engagement with school life, evidenced through parent voice.	Luke Crouch			
Improve visual communication strategies, such as symbols, colour coding, visual timetables, and pictorial guides for routines.	Disabled pupils gain increased clarity and independence in navigating routines and learning activities, leading to greater confidence and participation in the school day, evidenced through pupil progress data, lesson observations, and pupil voice	Luke Crouch			