

Thornhill Primary School



Accessibility Plan

2019-2022

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1. Aims

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school/academy.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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.

Thornhill Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for children/students with a disability, expanding the curriculum as necessary to ensure that children/students with a disability are as, equally, prepared for life as are the able-bodied children/students. This covers teaching and learning and 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 **aids and equipment**, which may assist these children/students in accessing the curriculum.
- Improve the delivery of **written information** to children/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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.

The school continually looks to match appropriate provision with the needs within the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

The School complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The school will work in partnership with the LA in developing and implementing this Accessibility Plan.

OfSTED, as part of their inspection cycle, will monitor the Accessibility Plan.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. We also have regular parents' evenings throughout the year, which allow parents the opportunity to update the staff of any needs that their child may have. We ensure that clear and accessible signage is available to direct pupils, parents, staff and visitors to the different areas within school. We currently work with a speech and language therapist and an occupational therapist on a weekly basis; children benefit from various other interventions such as Lego Therapy and Therapeutic Story Writing. Furthermore, we consult and seek advice from a variety of agencies and endeavor to meet any needs of our pupils and perspective pupils.

Accessibility Audit

Date TBC- 2020

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Targets	Action	Person responsible	Timescale	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Offer a differentiated curriculum for all pupils. Providing alternative ways of giving full access to the curriculum for pupils with disabilities. E.g. different forms of exercise during PE.</p>	<p>Audit the staff understanding of these issues and identify appropriate staff training.</p>	<p>SG</p>	<p>Termly</p>	<p>All pupils, irrespective of disabilities, have full access to all parts of the curriculum and are able to participate fully in the school community.</p>
	<p>Use resources tailored to the needs of pupils who require support to access the curriculum. Including organizing classrooms in a way that is of benefit to all pupils, including those with disabilities.</p>	<p>To continually review the curriculum in order to meet the needs of all pupils.</p>	<p>SLT</p>	<p>Annually</p>	
	<p>Ensure that curriculum resources include examples of people with disabilities.</p>	<p>To audit/ review current resources within school (specifically PSHCE schemes) and to research and acquire new resources to match the needs of the pupils within school.</p>	<p>JJ SLT</p>		<p>All pupils have equal access on school visits and have equal access of opportunity in all aspects of school life.</p>
	<p>Curriculum progression tracked for all pupils, including those with a disability.</p>	<p>Liaise with parents during transitional periods to identify any accessibility needs that they may have.</p>	<p>Class Teachers</p>	<p>Termly</p>	
	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure good links with relevant Outside Agencies- to ensure that additional support and advice is available and in place. In addition, to review intervention groups during assessment periods.</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>Resources available to meet the needs of all children, irrespective of their needs.</p>
	<p>School visits, including overseas visits and residential visits need to be accessible to all pupils irrespective of attainment or impairment.</p>	<p>Staff involved with organizing educational visits to be aware of special requirements. Risk assessments to reflect considerations made for pupils with disabilities.</p>	<p>AO Class Teachers</p>	<p>Ongoing</p>	
	<p>Recognize and allow for additional time required by some pupils with disabilities to use school equipment, particularly during practical tasks.</p>	<p>Staff to ensure that there is equality of access and opportunity for all.</p>	<p>All Staff</p>	<p>At all times</p>	<p>Staff more able and confident in fully meeting the requirements of pupils with disabilities with regard to accessing the curriculum.</p> <p>All children to make progress in school.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Continue to adapt the environment to the needs of the pupils as required. Building and ground related issues which will be addressed include:</p> <ul style="list-style-type: none"> • School plans to improve access to designated areas over successive financial years. • Entrances and exits to have priority with plans to fit ramps and hand rails to these areas. • All emergency and evacuation systems need to be in place which inform all pupils, including pupils with SEN and disabilities. • Ensure that access is available to the wider community. 	<p>Planned use of minor capital delegated resources and discuss with the LEA using School Access Initiative Funding.</p> <p>Currently in our school, there would be separate wheelchair entry points to access the upper and lower areas within school. For the lower areas, the main entrance would be the access point, however for the upper areas, wheelchair users would need to access the school up the bank and around towards the rear of the school. We have looked into this and the possible options of installing a ramp or lift. We would need to review this if this particular need was encountered within school.</p>	<p>SG</p>	<p>Annual</p>	<p>Physical accessibility of school increased to allow for all pupils, parents, visitors and staff, irrespective of any disability.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>To use a range of communication methods and resources to ensure information is accessible. This includes presenting information clearly, by using pictorial or symbolic representations, large print signs, audio tapes and Braille; these will be provided for pupils and prospective pupils who may experience difficulty with standard forms of printed information.</p> <p>Incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairment and install window blinds.</p> <p>Ensure staff are trained in appropriate methods and ways of delivering information to pupils with a disability.</p>	<p>The school is to make itself aware of the services available through the LEA for converting written information into alternative forms.</p> <p>Seek advice on appropriate colour schemes- to benefit pupils with visual impairment.</p> <p>Continue to audit our current books and purchase more 'Dyslexic friendly books'.</p> <p>To incorporate visual timetables within classes.</p> <p>Audit/ review resources regularly to ensure that they are appropriate to allow access to all pupils, parents, visitors and staff.</p>	<p>All Staff</p> <p>SLT</p> <p>SLT</p> <p>Teaching Staff</p> <p>SLT</p>	<p>Ongoing</p> <p>Annually</p> <p>Annually</p> <p>Ongoing</p> <p>Termly</p>	<p>Delivery of information to pupils with disabilities improved.</p> <p>Areas of the school made more accessible to those children with visual impairment; physical access of the school increased.</p>

4. Monitoring arrangements

These Action Plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent Accessibility Plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Accessibility Plan for the following period.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. Links with other policies

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- SEN Policy
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement