

# Thornhill Primary School



## **Accessibility Plan**

**2022-2025**

**Head teacher – Miss S Overfield**

**Chair of Govenors – Mr D Thompson**

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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. We are committed to an inclusive environment for all pupils, staff and visitors to our school.

The Accessibility Plan will contain relevant actions to:

- Ensure access to the **curriculum** for children/students with a disability. 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 pupils in accessing the curriculum.
- Improve access to the **physical environment** of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of **written information** to children/students, staff, parents and visitors. 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 Finance and Premises Committee 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 work with a range of professionals to ensure our pupils' needs are met. We consult and seek advice from a variety of agencies and endeavor to meet any needs of our pupils and perspective pupils.

### Accessibility Audit

This is completed annually with SEN Governor and feeds into this Accessibility Plan and shared in Finances & Premises Spring meeting.

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>To ensure curriculum is inclusive for pupils with a disability.</p>	<p>Offer an inclusive curriculum for all pupils. Providing alternative ways of giving full access to the curriculum for pupils with disabilities if required. E.g. different forms of exercise during PE.</p>	<p>Audit the staff understanding of these issues and identify appropriate staff training.</p>	SO	Termly	<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>	SLT	Annually	
	<p>Ensure that curriculum resources include examples of people with disabilities and promote inclusivity.</p>	<p>To audit/ review current resources within school and to research and acquire new resources to match the needs of the pupils within school and to promote inclusivity.</p>	SLT	Annually	<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>	SENCO / Class Teachers	Ongoing	
	<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.</p>	All Staff	Ongoing	<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>	SLT / SBM Class Teachers	Ongoing	<p>Staff more able and confident in fully meeting the requirements of pupils with disabilities with regard to accessing the curriculum.</p>
	<p>Ensure school equipment can be used and is accessible to all pupils.</p>	<p>Staff to ensure that there is equality of access and opportunity for all.</p>	All Staff	Ongoing	<p>All children to make good progress in school and be independent.</p>
	<p>Make bespoke adaptations to the school day for all pupils to enable them to access the full curriculum.</p>	<p>Monitor SEN Support Plans -Discussion with pupils and parents regarding accessibility</p>	Teachers / SENCO	Termly	



<p>pupils, parents, visitors and staff with a disability</p>	<p>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>Ensure staff are trained in appropriate methods and ways of delivering information to pupils with a disability.</p> <p>Ensure signage on external and internal areas is clear and accessible for all.</p>	<p>alternative forms.</p> <p>Seek advice on appropriate colour schemes and displays in class and around school.</p> <p>Audit the signage in school to ensure it is accessible for all.</p> <p>Audit current provision to ensure it is accessible to all -Amend where necessary -Consider large print, fonts, accessible colours, use of symbols or pictures, different languages – Visuable timetables, sensory diets Seek advice from relevant professionals</p> <p>Continue to audit our current books and purchase more 'specific books for pupils with a disability e.g. larger text, braille,</p> <p>Audit/ review resources regularly to ensure that the are appropriate to allow access to all pupils, parents, visitors and staff.</p> <p>Monitor SEN Support Plans -Discussion with pupils and parents regarding accessibility</p>	<p>SLT / Teachers</p> <p>SLT</p> <p>Teaching Staff</p> <p>SLT</p> <p>All staff</p> <p>Teachers / SENCO</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p>	<p>accessible and inclusive at all times.</p> <p>Areas of the school made accessible to those children with visual impairment; physical access of the school increased.</p>
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#### 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.

An Accessibility Audit takes place annually to

CPD will be delivered as and when is appropriate to staff to support the aims in our accessibility plan.

#### 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