

Thurlton Primary School

Accessibility Plan



Policy Consultation & Review

This policy will be reviewed in full by the Governing Body every 3 years.

This policy was reviewed and ratified by the Governing Body on: 1.3.2021

Signature

Ms Hambley

Headteacher

Date: 1.3.2021

Signature

J Howell

Chair of Governors

Date: 1.3.2021

Thurlton Primary School is fully inclusive school serving the needs of the local community with a strong sense of community. We firmly believe that all pupils are of equal value and we strive to ensure all our pupils develop to their full potential in all aspects of the development. Through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self-esteem. We want all our pupils to value and respect the rights and opinions of others

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010 as:

When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

AIMS

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Increase accessibility for children, parents, staff and the wider community to learning opportunities and improve outcomes for children with SEN/ additional needs

Thurlton Primary 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.

Our expectation is that pupils with SEN will receive an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Thurlton Primary School is 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. We have included a range of stakeholders in the development of this accessibility plan, including pupils and Parents/Carers.

INTEGRATION

It is very important that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated in as much of the curricular and extra- curricular learning as is practically possible. All staff who teach SEND pupils receive regular training and up-dated information about specific pupils needs. This plan sets out the proposals of the school to increase access to education for disabled pupils in the following areas:

- Increase the extent to which disabled pupils can participate in the curriculum **and** Improve the environment to increase the extent to which disabled pupils can take advantage of the facilities
 - Timetables and classroom organisation are reviewed to ensure pupils with disabilities are not disadvantaged in anyway.
 - All stakeholders in wheelchairs have access to all areas of the school building.
 - Laptops are available for use by pupils who require support.
 - Work is modified to enable full curriculum access.
 - Support and advice accessed from external support teams is used.
 - Relevant training and CPD opportunities identified and attended as required
 - Ensuring that all entrances have wheelchair access and portable ramps are used where needed.

- Use of signage and visuals as required
- Access to disabled toilets and changing facilities (if appropriate)
- Ensure we are closing the attainment gaps between disadvantaged pupils and others in school and nationally.
 - Monitoring of the progress of pupil groups through pupil progress meeting and reporting to governors.
 - Targets/interventions are set effectively and are appropriate for pupils with additional needs.
 - The curriculum is reviewed to ensure it meets the needs of all pupils.
- Review levels of Parent/Carer and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement, ensure that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged
 - Pupils and staff can collect/request information in an appropriate format (large print or Braille).
 - Seeking advice and guidance from external agencies as required,

MONITORING ARRANGEMENTS

This policy will be reviewed by the LGB every 3 years and at every review the policy will be approved by the Clarion Trust

LINKS WITH OTHER POLICIES

This Accessibility Plan is linked to our

- Equality Policy incorporating Equality Objectives
- Health & Safety Policy
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy

LEGISLATION AND STATUTORY GUIDANCE

This policy 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.

ACTION PLAN

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

<i>Equality Information Objectives/Aims</i>	<i>Current Good Practice/ Actions to be taken</i>	<i>Person Responsible</i>	<i>Action completed by</i>	<i>Success Criteria</i>
<p><i>Increase the extent to which disabled pupils can participate in the curriculum and Improve the environment to increase the extent to which disabled pupils can take advantage of the facilities</i></p> <p>As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers and of appropriate health professions from the local NHS Trusts.</p>				
Ensure all pupils, including those pupils with disabilities to have full access to the school curriculum	<p>The school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum incl: Use of visual timetables: Additional aids available (pencil grips, coloured overlays)</p> <p>Individual laptops supplied to pupils Purchase and allocate other resources as needed, (ie: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books adapted pens, chew/fiddle toys)</p>	Headteacher/SENDCo	As required	All pupils have full access to the curriculum
To identify pupils starting at Thurlton Primary School for the next academic year who require additional provision.	<p>Good liaison with local Pre-school current practice – visits half termly for all Pre-school pupils into the Reception class for story sessions/short activity time.</p> <p>At least one visit per child to settings providing pre-school provision</p> <p>More than one visit for children identified as needing</p>	EYFS teacher/ Headteacher	May to early September annually	Provision set in place ready for when the pupil(s) start school
For those pupils moving school within an academic year	Regular contact with their current setting. Meeting with Parents/Carers and any other outside agencies to assess needs	Headteacher/SENDCo/ Estates Manager	As required	
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits/extra curricular activities	Early planning and risk assessments for trips to ensure identified needs of all pupils are meet.	Class teacher/ SENDCo	On going	All pupils are accessing and experiencing all opportunities available.
Ensure ECP and Risk Assessments enable all pupils to have as full access as possible.	Advice sought from specialist advisors	Headteacher/SENDCo	Reviewed termly	Pupils with an EHP or Care Plan have the appropriate support in place for them to access the full curriculum
Ensure there is wheelchair access to all areas of the school building.	Ensure ramps are in place and there is wheelchair access into all areas of the building or a moveable ramp.	Headteacher/SENDCo/ Estates Manager	As required	All pupils will be able to access all areas of the building and school grounds.

Access for disabled members of the school community is considered at the planning stage of any future building works.	The environment is adapted to the needs of pupils as costs and needs allow. This includes: Disabled parking; Liaison with specialist colleagues where pupils are unable to access the space so that a full curriculum plan can be agreed Ensure that the school building will meet the needs of all future pupils.	Headteacher/ Estates Manager	As required	For all pupils wanting to attend Thurlton Primary to have access to a full curriculum Safe access for all members of the school community in all areas of the building and school grounds. An anticipatory compliant alarm system to cater for any member of the school community (or visitor) within the school building
ie Updates to fire alarms so that it is both visual and auditory where it is anticipated that a member of the school community might be hearing impaired				
Possible future needs: <i>If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.</i>				
Improve educational experiences for hearing impaired pupils/members of the school community	Consider hearing loop/or other appropriate sound systems if recommended			Staff know how to operate and maintain hearing technology. Learning experiences of pupils enhanced.
Improvements to support visually impaired pupils/members of the school community	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from Estates Manager/Sensory Team where applicable			Hazards highlighted to increase safety for visually impaired members of the school community and visitors
<i>Ensure the attainment gaps between disadvantaged pupils and others in school and nationally is closing.</i>				
For all pupils to make similar rates of progress regardless of pupil characteristics	The school offers a differentiated curriculum for all pupils. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Monitoring of the progress of pupil groups through pupil progress meeting and reporting to governors. Targets/interventions are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Headteacher/SENDCo	As required	Outcomes data shows no discernable difference in the performance of pupil groups
Ensure pupils needs can be met using IT equipment or other resources following identification when required	Use referrals and recommendations from outside agencies (SaLT, Educational Psychologists, Occupational Therapists, Paediatrics service)	Headteacher/SENDCo	Ongoing	Pupils have timely access to relevant supportive and effective equipment to meet their needs.
Training for staff on increasing access to the curriculum for all pupils: Establish and maintain close liaison with outside agencies for pupils with additional needs	Time allocated for SENDCo and other staff to attend network opportunities/relevant training (ie Training from SALT, Social Communication Team, Learning & Behaviour: Advisory Team, Sensory Support team: Access to courses, CPD: training for specific health/medical conditions)	Headteacher/SENDCo	As necessary	All staff are up to date with training/information/strategies to support pupils with specific additional needs regarding

Equality Information Objectives/ Aims	Current Good Practice/ Actions to be taken	Person Responsible	Action completed by	Success Criteria
<i>Review levels of Parent/ Carer and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement, ensure that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged</i>				
Improve the delivery of information to pupils with a disability	<p>We currently use a range of communication methods to ensure information is accessible incl: visual/pictorial aids, sensory equipment</p> <p>Advice sought from specialist advisors</p> <p>Audit and monitor equipment. Ensure signage is high contrast in building where appropriate. Offer large print resources where needed.</p>	Headteacher/SENDCo	As required	For all pupils and their families to be able to access school information which meet their needs
Ensure access arrangements for SATs and transition take into account the individual needs of all pupils.	Ensure transition arrangements are all in place and fully met. Apply for modifications to tests and access arrangements if needed.	Headteacher/SENDCo	Spring Term	All pupils with have transition arrangements in place to meet their individual needs. Tests will be modified where needed giving all pupils equal access.
School to be aware of services available for children with individual needs and disabilities and their families.	Access training to meet the needs of individual pupils when and where appropriate.	Headteacher/SENDCo	As required	Pupils on roll receive specialist support when required
Possible future needs: <i>If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.</i>				
Availability of written material in alternative formats	<p>Newsletter emailed to Parent/Carers – hard copy on request: Key information published on school website: Use of Teacher2Parent text</p> <p>Provided translated documents where appropriate/information/newsletters in Braille/large written format</p> <p>Ensure signage is suitable for non-readers and is clear and well placed: Increased signage in school: Further signage to be implemented related to specific needs as appropriate</p>			All Parents/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements: Use of magnifier where appropriate Ensure large, clear font used in documentation			Pupils able to access all school documentation