

ACCESSIBILITY PLAN

Prepared by: Sam Hinkley

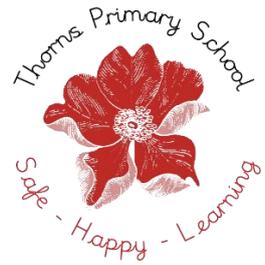
Date: September 2022

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Every child is safe, happy and learning because every adult is caring, happy in their work and skilled.

We value:

working **T**ogether
happiness
achieve witho**u**t limits
fairness and equality
kindness
safety and **s**ecurity



Our aim is for every child to:

- feel safe and secure at all times, and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

Our commitment is to provide every child with:

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the 'powers' for lifelong learning and success.

Statement of Intent

This plan outlines how Thorns Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEN) Policy
- Equality and Diversities Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEN and/or disabilities are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEN and/or disabilities attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document:

Planning duty 1: Curriculum

Target / Issue	Who	Strategy	When	Outcome / Success criteria
All pupils are able to access curriculum and make progress	SLT SENCo Class teachers	Employment of specialist Speech and Language Therapist. Learning Support Service Level agreement. Advice and training from PIMIS	Ongoing	All children are able to access all areas of the curriculum and work towards attaining age-related expectations.
Adaptations to the curriculum to meet the needs of individual learners	SENCo SLT Class teachers	Pastoral support, timetable adaptations. Individual physiotherapy/OT targets and advice utilised in school. Speech and Language Therapist	Ongoing	Needs of all learners met enabling positive outcomes
To develop the curriculum in order to support emotional and mental health for all children	SENCo SLT	Implementation of JIGSAW to curriculum Offer of Reflexions for pupils who need support.	In place and ongoing	Pupils are supported with emotional health and are able to draw upon a wide range of strategies.
Ensuring day trips and visits are accessible to all	SENCo SLT Class teachers	Risk assessments carried out and appropriate support in place so children are able to access trip.	Ongoing	All pupils are able to access visits and trips

Planning duty 2: Physical environment

Target / Issue	Who	Strategy	When	Outcome / Success criteria
Each area of school has wheelchair access	HT / SENCo	Advice from PIMIS	Ongoing	The environment is adapted to the needs of its pupils.
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated	HT/SENCo	Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties in place. Ensure staff are aware of their responsibilities	In place and ongoing	PEEPs are in place and shared with each class teacher.
Improvements to help visually impaired and hearing impaired	HT / SENCo	Maintenance of doors, steps or identified hazards. Hearing loops available if needed. Alarm in disabled toilet to flash. Support from PIMIS as needed.	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained. Learning experiences of pupils with hearing difficulties enhanced.
Maintain safe access around exterior of school	HT / SM	Ensure pathways are clear. Use of PIMIS for support and advice.	In place and ongoing	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school	HT / SM	Ensure pathways are clear. Use of PIMIS for support and advice.	In place and ongoing	People with disabilities can move safely around school

Planning duty 3: Information

Target / Issue	Who	Strategy	When	Outcome / Success criteria
Review documentation on website to check for accessibility for parents with English as an additional language.	Office/SLT/SENCo	Use of Google translate attached as a tab on website. Ensure any pdf documents can also be translated upon request.	In place and ongoing	Website can be translated.
Understand the needs of pupils and ensure information is available in relevant formats	SLT/SENCo/Class teacher	Use of visual clues, now and next boards, social stories for children who have communication and interaction needs	In place and ongoing	All children able to access how information is presented.

This plan will be reviewed every three years by the governing board and headteacher. The next scheduled review date for this plan is September 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.