

**Thornley Primary School**



**Accessibility Policy and Action Plan 2017 – 2020**



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Accessibility Policy 2017 - 2020**

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## 1. Vision Statement

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. At Thornley Primary School the Plan will be monitored by the Head Teacher and evaluated by the Finance, Premises and Grounds Committee.

At Thornley Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Thornley Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. Thornley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.



4. The Thornley Primary School Accessibility Plan shows how access it to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- a. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- b. Improve and maintain 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 within a reasonable timeframe;
- c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Thornley Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Asset Management Plan
- b. Behaviour Management Policy
- c. Curriculum Policy
- d. Critical Incident Support Plan
- e. Equalities Policy
- f. Health and Safety Policy
- g. Equality Plan
- h. School Prospectus
- i. School Improvement Plan
- j. Special Educational Needs Policy



k. Staff Development Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Finance, Premises and Grounds Committee.

12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

## **2. Aims and Objectives**

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils

Our objectives are detailed in the Accessibility Action Plan below.



### 3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey or parents' views, or in conjunction with our twice-yearly Parents' Evenings.

#### Physical environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

#### Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

#### Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.



**Access Audit Summary**

The school is a single storey building with wide corridors and several access points from outside. The hall and dining area are not wheelchair-accessible from the main building, but can be accessed via the external fire doors which lead directly into the hall. The main door into school is wide enough for wheelchair access but is not automatic. The school car park is not within the grounds of the school but across the road. There are no dedicated disabled parking spaces in the car park which has limited spaces. The entrance into the main school reception which leads to 5 classrooms is accessed by steps or a ramp. The entrance to The EYFS / Y1 area is accessed by a ramp and there is an automatic door. Within the EYFS setting, there is a platform lift for the change of level near the entrance doors. One further teaching area can only be accessed by wheelchair through the EYFS outdoor area. The main reception features a secure lobby which is fully accessible to wheelchair users. Access into the school can only be gained via staff key fobs. Disabled toilet facilities are only available in the lower school.

The school has internal emergency signage and escape routes are clearly marked.

Our current Access Audit has revealed a number of issues:

- There are no disabled parking areas
- The main entrance hatch is higher than 760cm
- The school does not have a hearing loop

**5. Management, coordination and implementation**

We will consult with appropriate experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority to manage and overcome any difficulties that may arise.

Approved \_\_\_\_\_

Date \_\_\_\_\_



**Aim 1: To increase access to the curriculum for pupils with a disability**

Our objective is to reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT-TERM</b>	To Liaise with LA and Day Care (Early Learners) regarding children with specific needs for 2016/17 intake.	To identify pupils who may need additional / alternative provision for each intake.	Sept/ Jan April/ Sept	HT EYFS Lead	Procedures/ adjustments/ equipment in place prior to intake.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing 2017 - 18	HT Subject Leaders Governors	All policies clearly reflect inclusive practice and procedure
	To continue good relationships and close liaison with parents and families	To ensure collaboration and sharing of information between school and families	Ongoing	HT All teachers TAs	There is a clear well- established collaborative approach
	To continue close liaison with outside agencies for pupils with on-going health needs (e.g. epilepsy, asthma, mobility problems, deafness)	To ensure collaboration between all key personnel	ongoing	TH Teachers TAs / Support staff Outside agencies	Clear collaborative approach is evident



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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT-TERM</b>	To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers where appropriate; CPD for relevant staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered</li> <li>• The use of P levels to assist in developing learning opportunities for children and assessing progress</li> <li>• A range of support staff including specially-trained teaching assistants</li> <li>• Multi-media activities to support the curriculum where appropriate</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>	Ongoing	SENCO Teachers School Ed Psych HT	ASD children supported and accessing curriculum and making progress  Hearing-impaired pupil accessing curriculum and making progress



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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>MEDIUM TERM</b>	To review attainment of all SEN pupils	HT/ SENCO/Class teacher pupil progress meetings Scrutiny of assessment systems and Provision-Mapping Data scrutiny Regular parent meetings	Termly	HT SENCO Class teachers	Progress made towards IEP targets Provision-mapping shows clear steps and progress made
	To monitor the attainment and progress of MAT pupils	Policy and MAT register to be updated  MAT booster groups to be monitored for impact	Annually  Termly	HT  MAT Co-ordinator & Class teachers	MAT pupils make proportional progress & achieve above-average results
	To take account of a variety of learning styles in planning teaching and learning activities	Full access to all aspects of the curriculum through various approaches which allow all pupils to engage with and participate in the curriculum	Ongoing	Whole-school approach	A variety of learning-styles and multi-sensory activities evident in planning and in classrooms



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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG-TERM</b>	To evaluate and review the above short-term and medium-term targets annually	Annual review of pupil progress and discussions of how to address any issues arising.	Annually	SLT / SENCO / class teachers	All pupils making good progress from their various starting points
	To report findings to the Governing Body	Curriculum and Standards Committee Full Governing Body (Autumn Term)	Termly Annually	HT Governors	Governors fully informed about SEN provision and progress



	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG &amp; SHORT-TERM</b>	To seek to improve the physical environment of the school so that it is accessible to all.  (Accessibility Strategy)	The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access; lighting and colour schemes; accessible fixtures and fittings	Ongoing	HT  FPG Governing Body committee	Needs will be met wherever feasibly possible.
	To ensure that all with a disability are able to be involved in school events.	<ul style="list-style-type: none"> <li>• Create access plans for all pupils with a disability as part of the Support-Plan process</li> <li>• Undertake confidential audit of staff &amp; governors' needs to ascertain that these are being met</li> <li>• To make parents aware that school will meet any access needs they have once we are informed</li> </ul>	Ongoing  With immediate effect from notification and to be reviewed constantly	HT  Teachers  Support Staff	Needs are met wherever possible. All parents, pupils and visitors are able to access school events.



**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>MEDIUM - TERM</b>	To ensure that the environment is visually appropriate for all pupils	Displays in classrooms to be engaging but confined mostly to shades of blue with lettering in one single colour. Spaces and places for pupils with ADHD/ ASD to be available where they can feel calm and safe when needed.		All teaching & non-teaching staff Monitored by HT	Environment is interesting but not likely to give a sensory-overload with multi-coloured lettering and clashing display boards.
	To ensure that the medical needs of all pupils are fully-met within the capability of the school	Where a medical need is identified, parents invited in for discussion; external agencies contacted; training needs identified and delivered; care-plans written and shared as appropriate.	Immediately on notification and under constant review	HT SENCO All staff involved School Nurse or outside agency	Pupils with medical needs will access the full curriculum and be involved in the life of the school
	To ensure that disabled parents/carers have every opportunity to be involved	Adopt a pro-active approach to identify the access needs of parents with a disability: <ul style="list-style-type: none"> <li>• Utilise disabled parking space</li> <li>• Arrange for RNID interpreters for hearing-impaired parents</li> <li>• Offer telephone call home to help parents with visual impairments</li> </ul>	Immediately and to be constantly reviewed	Whole school team	To ensure that disabled parents do not feel discriminated against and are encouraged to take part in all school activities



**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG-TERM</b>	Continue to develop grounds and outdoor facilities	Look for funding opportunities for major projects	Ongoing	HT & whole school	Inclusive, child-friendly play areas
	To ensure that the paths around and inside school grounds are as safe as possible	Caretaker site inspections Gritting policy Communication with parents : safety messages in Newsletters	Ongoing	Caretaker HT / all staff Parents pupils	No accidents
	To ensure that the roads in front of school are safe and that pupils can travel to school safely	Communication with parents about parking in front of school and on zig-zags Traffic wardens/PCSO to police the areas Pupils in Y3 to complete Road Safety Training annually	Monthly  Ongoing  annually	HT  HT & outside agencies  HT	No accidents or near misses  Pupils able to feel safe walking to school.



**Aim 3: To improve the delivery of information to disabled pupils, parents and other stakeholders**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review pupils’ records ensuring that school staff are all aware of any with additional needs; medical needs or disabilities.	<ul style="list-style-type: none"> <li>• Annual Data Collection sheets to be reviewed.</li> <li>• New pupils’ records to be reviewed</li> <li>• End of year transition meetings</li> <li>• Annual reviews</li> <li>• SEND (SN/SP meetings)</li> <li>• Medical forms updates annually</li> <li>• Pupils with medical plans to be known to all staff : photos and plans on noticeboard in HT office; Kitchen; School Office &amp; staffroom</li> </ul>	Annually or on entry if in-term transfer	Class teachers School nurse Team Outside agencies HT & SLT	Staff are aware of pupils with disabilities in the school and able to respond to additional needs
In-school system to be reviewed and improved where appropriate (Records on SIMs/ Networks/ teachers’ protected files	Record-keeping system to be reviewed	Constant review and improvement	Assessment co-ordinator SLT	Effective communication of information on SEND pupils throughout the school