



Thornley Primary School Accessibility Policy and Action Plan 2022 – 2025

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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 Educations’ 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 is 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.

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 the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To Liaise with LA and transitioning schools regarding children with specific needs for each yearly intake.	To identify pupils who may need additional / alternative provision for each intake.	Transition Points / When child arrives or leaves	HT EYFS Lead	Procedures/ adjustments/ equipment in place prior to intake.
To maintain close liaison with parents.	To ensure collaboration and information sharing between school and families.	Ongoing	HT Subject Leaders Governors	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT All teachers TAs	There is a clear well-established collaborative approach
To organise classrooms to ensure ease of access for all children	Check classroom layout, ensure appropriate for individual pupils and to promote independence.	ongoing	TH Teachers TAs / Support staff Outside agencies	All classrooms clearly promote independent learning
To ensure full access to the curriculum for all children	Contracts to work with specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	SENCO Teachers School Ed Psych HT	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum therapy

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 support plan targets Targets are SMART
To review all statutory policies to ensure that they reflect inclusive practice and procedure and are published on website as required.	To comply with relevant legislation	Ongoing	HT Subject Leaders	All policies clearly reflect inclusive practice and procedure Website fully compliant

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
Improve physical environment of school <i>Key focus accessibility to school hall and field</i> <i>Accessible toilets</i> <i>Automatic doors</i>	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Annually	SLT	Enabling needs to be met where possible.
Ensuring disabled parents have every opportunity to be involved	Ensure support for disabled parents to drop off and collect children Arrange interpreters from the RNID to communicate with deaf parents	With immediate effect to be constantly reviewed	HT All Staff	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Continue to develop playgrounds and facilities.	Look for funding streams.	Ongoing	Whole School Approach	inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible. Key Focus – parking outside of school	Communication with parents via safety messages /letters/walk to school initiatives. Link with police for support with parking outside of school Link with council around barriers	Ongoing	PSHE Co-ordinator SMT Health and Safety officer	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with any disabilities have access to the curriculum.	Regular parental communication offered in personalised formats according to need. Individualised multi-sensory teaching strategies used for children with disabilities.	Ongoing	SLT All Staff	All children able to access curriculum.
To continue improving communication for any hearing impaired member of the school community.	Use text phone where possible/needed.	Ongoing	HT/SENDCo	Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.

To explore alternative methods of communication for pupils and parents.	Use appropriate methods for communication (PECS, VOCA)	Ongoing	HT SENCO All Staff	Pupils who require alternative communication methods will be better able to access information
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