

Accessibility Plan 2020-21



Thorn Grove Primary School

Approved by Premises Committee on:	4th February 2021
<i>S.Denford</i> Headteacher	<i>C.Hunter</i> Chair of Premises Committee
Next review due by:	September 2021

Introduction

This Accessibility Plan is written in response to the recent changes in legislation with respect to the updating of the SEND Policy.

“The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.”

Aims of the Plan

Therefore, the Thorn Grove Accessibility Plan intends to show how, over a period of time, the school will ensure increased accessibility of our school to disabled pupils, staff, parents/carers and visitors.

Definition of Disability taken from the Equality Act 2010:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long term**' means **has lasted or is likely to last more than 12 months**.

The following plan should be used in conjunction with the associated School Policies:

Behaviour Management Policy

Curriculum Policy

Critical Incident Plan

Disability Discrimination Act 1995

Equal Opportunities Policy

Health & Safety Policy

School Improvement Plan

Special Educational Needs & Disability Policy

Continuous improvement and increasing access to the curriculum for disabled children

At Thorn Grove Primary School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students and parents which is provided in writing for pupils who are not disabled.

Planning Duty 1

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 the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBLE	SUCCESS CRITERIA	EVALUATION
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/SENCo	Provision set in place ready for when the child/ren start school	Adaptations made for a child joining the school in KS2. Modified facilities in the disabled toilets. Feb 21
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	Regular meetings have been set up with outside agencies for children with additional needs in Y2, Y4, Y5 and Y6. Meetings will continue during the pandemic either online or in person following safe distancing guidance. Feb 21. The support offered by these agencies have improved outcomes in behaviour, well being and dietary needs. Feb 21
Increase confidence of all staff in delivering the curriculum via Google Classroom so that children at home are not disadvantaged by home learning.	Be aware of staff training needs on using Google Classroom. Assign CPD for how to use Google Classroom to its	20-21	SLT	Raised staff confidence in delivering the curriculum effectively online and increased pupil participation.	3 Staff meetings were held on how to use Google Classroom effectively to post work and to deliver live lessons. In January 21 the 2 inset days were used to provide further training and time to explore Google Classroom. Staff now feel confident delivering live lessons,

	best.				marking and chatting online and providing feedback. 98% of pupils engage in the live lessons and complete assignments. The staff are delivering the curriculum at the same pace and depth as if they were teaching in school. Feb 21
Staff working with children with additional needs continue to receive appropriate training in order to support children's access to the curriculum; develop their independence and promote social inclusion.	Teachers and TAs to receive training linked to supporting the needs of children in school.	20 - 21	SEND CO, class teachers & TAs	Staff feel knowledgeable and empowered to support children with these specific needs.	2x staff meetings held on Autism. 1 staff meeting on Emotional Regulation. 2 TAs are delivering training on Motor Skills United and Social Communication which are benefiting the children involved. Feb 21
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations Individual physiotherapy/ OT programmes Speech and language therapy programmes Use of access arrangements for assessment /National tests	20-21	Senco/staff	Needs of all learners met enabling positive outcomes	Children with specific needs in Y2 & Y5 are given appropriate breaks and adaptations made to their timetable to enable them to cope with the school day. Adaptations also allow for individual programmes to be executed to support their needs. Feb 21

<p>To ensure staff are trained to support pupils with medical conditions.</p>	<p>Update staff training annually in Asthma, Epilepsy and Diabetes and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.</p>	<p>Staff meetings and INSET for all staff</p>	<p>SLT</p>	<p>Head teacher report to Governors</p>	<p>Whole school staff training took place on Asthma in the Autumn term. The Medical Conditions Policy was updated and Ratified at the Autumn 20 Full Governing Body Meeting. Feb 21</p>
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>Chrome pads to be available to support children with difficulty recording or working from home. Sloping boards for pupils with fatigue problems or physical disability Specially shaped pencils and pens for pupils with grip difficulty.</p>	<p>20-21</p>	<p>Senco</p>	<p>Increased access to the Curriculum Needs of all learners met.</p>	<p>8 extra Chromebooks were ordered from the DFE to enable all pupils at home to access Google Classroom. The books have been delivered and are being used by families in need. Feb 21</p>

Planning Duty 2

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.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBLE	SUCCESS CRITERIA	EVALUATION
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other needs to be evacuated safely.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.	
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation. Ensure with termly walk rounds that uneven surfaces are not a tripping hazard. Ensure staff report any uneven surfaces as a health and safety issue in weekly briefings.	20 -21	Caretaker	People with disabilities can move unhindered along exterior pathways	
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	20 -21	HT/DHT/ Caretaker	People with disabilities can move safely around the school	
Maintain and repair surfaces uneven ground surfaces.		Ongoing	HT	Pupils, parents and visitors do not trip due to uneven ground surfaces.	

Planning Duty 3

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

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. This may also include providing parents and children with information in other languages.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school ICT infrastructure will enable us to access a range of materials supportive to need.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBLE	SUCCESS CRITERIA	EVALUATION
Further develop communication systems to enable parents with access difficulties to the website/email to be aware of school activities and relevant information.	Ensure parents are alerted to email communication via text messages. Create a list of parents who do not have access to email to have a paper copy of the document sent home.	20/21	Office Staff	All parents feel equally well informed.	
Provide information in other languages for pupils /parents	Access to translators, sign language interpreters to be considered and offered at parents meetings and other key events.	As required	SENCO	Pupils and/or parents feel supported and included	
Improve the delivery of all written information to disabled pupils & parents by raising staff awareness regarding providing information to pupils, parents and carers in their preferred format within a reasonable period of time.	All staff to be made aware of the need to ensure that all written communication is appropriately matched to the need of the parent and child and does not discriminate.	20/21	All teaching staff & senior leaders	All written communication to be appropriately matched to the needs of the audience.	