

# Accessibility Plan 2021-23



## Thorn Grove Primary School

Approved by Premises Committee on:	14th October 2021
<i>S.Denford</i> Headteacher	<i>C.Hunter</i> Chair of Premises Committee
Next review due by:	October 2023

## 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, how 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 it 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 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 21/22	EVALUATION 22/23
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year.	To identify pupils who may need adapted or additional provision	June to July annually	HT EYFS Leader & teacher	Provision set in place ready for when the child/ren start school		
To liaise with educational establishments to prepare for the intake of new children who transfer within an academic 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		
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.		

Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for how to differentiate the curriculum appropriately.	21-22	SLT	Raised staff confidence in strategies for differentiation and increased pupil participation.		
All staff are Deaf Aware.	Provide training for Staff i.e. Deaf awareness	Sept 22	Teaching staff	School will benefit from a more inclusive school and social environment.		
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 as well as extra curricular provision.	Risk assessments will be undertaken to ensure the activity is open to all pupils and suitable. Providers will be required to comply with all legal requirements.	Ongoing	SLT, SENCo and all teaching staff, extra-curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made.		
Staff working with children with needs continue to receive appropriate training in order to support children's access to the curriculum; develop their independence and promote social inclusion	TAs to receive training on Autism Awareness, Emotional Regulation, Pupil Tutorial, Sensory Processing and ADHD. Motor Skills United, Social & Communication, Behaviour support, Speech & Language therapy.	21 - 22	SEND CO & TAs	Staff feel knowledgeable and empowered to support children with these specific needs.		
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	21-22	Senco/staff	Needs of all learners met enabling positive outcomes.		

To ensure staff are trained to support pupils with medical conditions.	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.	Staff meetings and INSET for all staff	SLT	Head teacher report to Governors.		
Appropriate use of specialised equipment to benefit individual pupils and staff.	iPads available to support children with difficulty recording. Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty. (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty. Use of wedge/wobble cushions.	21-22	Senco	Increased access to the Curriculum Needs of all learners met.		

## 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 21/22	EVALUATION 22/23
Consider the needs of all pupils when purchasing furniture/labels/resources. School budget. Continue to ensure classrooms are optimally organised/suitable for disabled pupils	Ensure all sound fields systems are operational. The needs of children with disabilities are prioritised so that children have a good view/access of the teacher, board and class resources.	21-22	Class teachers	All children can access the curriculum without their physical environment disadvantaging their performance within the classroom.		
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.	21-22	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	21-22	HT/DHT/ Caretaker	People with disabilities can move safely around the school		

Maintain and repair uneven ground surfaces.		Ongoing	HT	Pupils, parents and visitors do not trip due to uneven ground surfaces.		
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## 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 21/22	EVALUATION 22/23
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.	21-22	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.	21-22	All teaching staff & senior leaders	All written communication to be appropriately matched to the needs of the audience.		