#

# Thrussington C.E. Primary School Accessibility Plan 2020 - 2023

**Vision Statement**

1. Thrussington C.E. Primary School is committed to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. Children should feel happy, safe and valued so they gain a respectful, caring attitude towards each other and the environment both locally and globally.

**Introduction:**

2. The school is a one storey building with wide corridors and several access points from outside. All areas are on the ground floor with doors suitable for wheelchairs. The main building can be accessed by wheelchair via any classroom and the mobile classroom has ramp access to it. All entrances, except the main entrance to the school, are either flat or ramped and all have wide doors fitted. There are disabled toilet facilities available in the area near the computer suite. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. It is DDA compliant.

3. 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:

1. He or she has a physical or mental impairment, and

1. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-today activities.

# Aims and Objectives

4. Thrussington CE Primary School aims to:

**Increase access to the curriculum for pupils with a disability**

**Improve and maintain access to the physical environment**

**Improve the delivery of written information to pupils**

5. Our objectives are detailed in the Action Plan at Annex A below:

**Accessibility Plan:**

6. The Accessibility Plan is listed as a statutory document of the Department for 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. At Thrussington CE Primary School the Plan will be monitored by the Headteacher and SENCo and evaluated by the Curriculum and Standards committee. The current Plan will be appended to this document.

7. The Thrussington C.E. Primary School Accessibility Plan 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.

1. The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website. 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.

1. Thrussington C.E. 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 the school.

1. Thrussington C.E. Primary School’s 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.

8. The Accessibility Plan contains relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are, equally, prepared for life as are 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 schools 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;
2. 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;
3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-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.

9. Thrussington C.E. Primary School’s Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

Behaviour Management Policy

Curriculum Policy

Equal Opportunities Policy

Health & Safety Policy

Equality Plan

School Prospectus

School Improvement Plan

Special Educational Needs and Disability Policy

Staff Development Policy

12. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the developed plan for the new period.

13. The Accessibility Plan will be published on the school website and will be monitored through the Governor Curr4iculum and Standards committee.

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

# Current Good Practice

15. We will ask about any disability or health conditions in early contact with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our yearly update contact sheets for the school office, as well as during formal meetings with parents.

16. **Physical Environment** Disabled pupils participate in extra-curricular activities at lunchtime and after school in the same ways as their peers. Some aspects of extra-curricular activities are related to specific difficulties of some pupils, for example: lunch clubs for pupils with social/interaction difficulties. Following the building redevelopment in the Summer of 2017, our building is now accessible to all pupils, is DDA compliant and there is a greatly improved amount of space for passing through the school.

17. **Curriculum** With the appropriate resources or staff support, all children are able to participate in all curriculum subjects.

18. **Information** Different forms of communication are available, should it be required, 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, should they require it.

# Management, Coordination and Implementation

19. We will consult with experts when new situations of pupils with disabilities are experienced.

20. The Governors and Headteacher will work closely with the Local Authority and Diocese.

**Review**

21. This plan is to be reviewed under the direction of the Head Teacher on a tri-annual basis.

**H Roddy 30th June 2020**

**Head Teacher**

Annex A:

Action Plan

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 **Annex A**

# Action Plan

**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. This is to ensure full participation by pupils and prospective pupils with a disability.

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|           **SHORT** **TERM** **MEDIUM TERM** | Targets  | Strategies  | Timescale  | Responsibilities  | Success Criteria  |
| To liaise with nursery and preschool providers to review potential intake for future cohorts  | To identify pupils who may need additional to or different from provision for future intakes  | Each intake  | Headteacher EYFS teacher and nursery nurse  | Procedures/equipment/ ideas set in place by Sep for that intake.  |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure  | To comply with the Equality Act 2010  | Ongoing  | Headteacher All subject leaders  | All policies clearly reflect inclusive practice and procedure  |
| To establish close liaison with parents  | To ensure collaboration and sharing between school and families.  | Ongoing  | Headteacher All teachers  | Clear collaborative working approach  |
| To establish close liaison with outside agencies for pupils with ongoing health needs e.g. Children with severe asthma, epilepsy, allergies or mobility issues.  | To ensure collaboration between all key personnel  | Ongoing  | Headteacher Teachers Nursery nurse Teaching assistants Outside agencies  | Clear collaborative working approach  |
| To ensure full access to the curriculum for all children. (particularly those with SEBD)  | Employment of specialist advisory teachers; CPD for staff * A differentiated curriculum with alternatives offered.
* Use of interactive ICT equipment
* Specific equipment sourced from occupational therapy
* Dinner time support for those children who struggle to engage cooperatively at unstructured times.
 | Ongoing  | Teachers SENCO Special school Ed Psych  | Advice taken and strategies evident in classroom practice  |
| To finely review attainment of all SEN pupils.  | SENCO/Class teacher meetings Pupil progress monitored by headteacher and SENCo Scrutiny of assessment system Regular liaison with parents and meetings to review IEPs  | Termly  | Class teachers SENCO Headteacher  | Progress made towards IEP targets  Intervention records show clear steps and progress made  |
| To promote the involvement of disabled students in classroom discussions/activities  To take account of variety of learning styles when teaching  | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) * Wheelchair access
* Giving alternatives to enable disabled pupils to participate successfully in lessons
* Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.
 | Ongoing  | Whole school approach  | Variety of learning styles and multisensory activities evident in planning and in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.  |
|    **LONG TERM**  | To evaluate and review the above short and long term targets annually    | See above  | Annually  | SMT, Core curriculum co-ordinators Governors  | All children making good progress.  |
| To deliver findings to the Governing Body      | Finance and Premises and Curriculum Governors meetings  | Annually Termly SEN Governor/SENCO meetings  | SENCO SMT/SEN Governor  | Governors fully informed about SEN provision and progress  |

**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.**

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|         **SHORT** **TERM**  | Targets  | Strategies  | Timescale  | Responsibilities  | Success Criteria  |
| Improve physical environment of school environment  | 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.  | Ongoing  | Headteacher  | Enabling needs to be met where possible.  |
| Ensure visually stimulating environment for all children  | Colourful, lively displays in classrooms and inviting role play areas.  | Ongoing  | All staff  | Lively and inviting environment maintained.  |
| Ensuring all with a disability are able to be involved.  | Create access plans for individual disabled children as part of IEP process   | Ongoing  | All staff  | Enabling needs to be met where possible.  |
| To ensure that the medical needs of all pupils are met fully  | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.  | Ongoing  | Head Teacher Occupational Health  |   |
| Ensuring disabled parents have every opportunity to be involved  | * Arrange interpreters where needed
* Offer a telephone call to explain letters home for some parents who need this
* Adopt a proactive approach to identifying the access requirements of disabled parents
 | Ongoing  | Whole school team   | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child’s education  |
|  **MEDIUM TERM**  | To improve community links    | School to continue to have strong links with schools in Leicestershire Authority and the wider community.  | Ongoing  | Headteacher  | Improved awareness of disabilities in the wider community/community cohesion  |
|   **LONG TERM**  | Continue to develop playgrounds and facilities.  | Look for funding opportunities  | Ongoing  | Whole school approach  | Inclusive child-friendly play areas.  |
| To ensure paths around school are as safe as possible.  | Communication with parents via letter  | Ongoing  | Headteacher Governor S,H&S committee to monitor.  | No accidents  |
| To maintain accreditation of Enhanced Healthy Schools award  | Continue to work towards Healthy Schools and Food for Life targets  | Every 3 years  | Healthy School Co-ordinator   | Achievement of award  |

**Aim 3 – To improve the delivery of information to disabled pupils and parents**

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|    **SHORT** **TERM**  | Targets  | Strategies  | Timescale  | Responsibilities  | Success Criteria  |
| To enable improved access to written information for pupils, parents and visitors  | * Storage of coloured overlays to help with reading information or texts
* Raising awareness of font size and page layouts will support pupils with visual impairments.
* Auditing the school library to ensure the availability of large font and easy read texts will improve access.
* Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

  | Ongoing  | Headteacher SENCo  | All pupils and parents are able to access information they require.  |
|     **MEDIUM TERM**  | To review children’s records ensuring school’s awareness of any disabilities  | Information collected about new children. * Records passed up to each class teacher.
* End of year class teacher meetings
* Annual reviews
* IEP meetings
* Medical forms updated annually for all children
* Personal health plans
* Significant health problems –children’s photos displayed in obvious places around school as well as in the register.
 | Annually  | Headteacher Class teachers Outside agencies Office staff  | Each teacher/staff member aware of disabilities of children in their classes  |
|  **LONG TERM**  | In school record system to be reviewed and improved were necessary   | Record keeping systems to be reviewed  | Ongoing  | Headteacher Office staff   | Effective communication of information about disabilities throughout the school.  |