



Thrussington C.E. Primary School Accessibility Plan 2023 - 2026

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 recently added school hall has wide access. 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 and in the new hall. These are 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:

- (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.

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.
 - (a) 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.
 - (b) 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.
 - (c) 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:
 - (a) 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;
 - (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 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 recognise 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 Code of Conduct

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 Curriculum 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 and the new school hall in 2023, 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

A Oatey

18th September 2023

Head Teacher

SENDCO

Annex A:

Action Plan

Action Plan**Aim 1 - To increase the extent to which SEND 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.

	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
SHORT TERM	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 SENDCO	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 Teaching assistants Outside agencies	Clear collaborative working approach

<p>MEDIUM TERM</p>	<p>To ensure full access to the curriculum for all children. (particularly those with SEBD)</p>	<p>Advice from specialist advisory teachers; CPD for staff</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • Use of Ipads/other IT equipment • Specific equipment sourced from occupational therapy • Coloured overlays and coloured paper for children with visual stress/dyslexia • Dinner time support for those children who struggle to engage cooperatively at unstructured times. • Use of individual pupil sensory questionnaire data to improve access to the curriculum for individual pupils and management of pupil need. • Use of sensory resources to support SEMH/sensory/ physical needs e.g. wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys, scooter board, sensory sacks • Use of visual timetables 	<p>Ongoing</p>	<p>Teachers SENCO Special school Ed Psych ELSA</p>	<p>Advice taken and strategies evident in classroom practice</p>
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<p>Increase emotional support offered to pupils</p>	<ul style="list-style-type: none"> • Training of our new ELSA in 2023-2024 • Dedicated ELSA time to support pupils emotional needs which could impact on school life. 	<p>Ongoing</p>	<p>ELSA Headteacher SENDCo</p>	<p>Pupils feel comfortable to open up in school, reducing the impact of emotional needs on school life.</p>
<p>Training for staff on increasing access to the curriculum for all learners and removing potential barriers</p>	<ul style="list-style-type: none"> • Audit Staff strengths/gaps in knowledge. • Internal and external training from outside agencies- Autism Outreach, Speech and language, EP and OT, Learning support service • TA training on adaptations to support individual pupils • Staff meetings addressing inclusive practice and SEND procedures. 	<p>Ongoing</p>	<p>SENDco Headteacher</p>	<p>Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.</p>
<p>To finely review attainment of all SEN pupils.</p>	<p>SENCO/Class teacher meetings Pupil progress monitored by headteacher and SENCO Scrutiny of assessment system Regular liaison with parents and meetings to review IEPs</p>	<p>Termly</p>	<p>Class teachers SENCO Headteacher</p>	<p>Progress made towards IEP targets Intervention records show clear steps and progress made</p>

	<p>To promote the involvement of SEND students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • 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	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
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	FGB/Curriculum and standards meetings	Annually Termly SEN Governor/SENCO meetings	SENCO 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 SEN pupils can take advantage of education and associated services.

	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical and/or sensory 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.
	Evaluate day and residential trips in light of current cohort	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming. -Risk Assessments	Ongoing	Headteacher SENDCo	All SEND are able to access all trips during their time at Thrussington
	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 SEND parents have every opportunity to be involved	<ul style="list-style-type: none"> • 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 Governors, H&S committee to monitor.	No accidents
	To improve access at the front entrance	Look for funding opportunities to enable ramp access at the front entrance to make our school more inclusive at first glance.	In the next 3 years	Headteacher	All visitors can access the school through the front entrance

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

	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
SHORT TERM	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> Storage of coloured overlays to help with reading information or texts Raising awareness of font size and page layouts will support pupils with visual difficulties. Auditing the school library to ensure the availability of large font and easy read/dyslexia friendly 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 SEND needs	Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings Annual reviews IEP meetings 	Annually	Headteacher Class teachers Outside agencies Office staff	Each teacher/staff member aware of disabilities of children in their classes

		<ul style="list-style-type: none"> • Medical forms updated annually for all children • Personal health plans • Referrals/reports from professionals uploaded onto each child's Arbor profile • One Page profiles for all SEND children 			
LONG TERM	In school record system to be reviewed and improved where necessary	Record keeping systems to be reviewed	Ongoing	Headteacher Office staff	Effective communication of information about SEND throughout the school.