

# Accessibility plan

Thursfield Primary School



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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

### 3. Action plan

This action plan sets out the aims of our equality plan in accordance with the Equality Act 2010.

#### Improving the Curriculum Access at Thursfield Primary School

Target	Strategy	Outcome	Timeframe	
Access to learning/ in class provision	<p>School Teaching and Learning policy ensures curriculum is relevant, progressive and delivered using appropriate teaching style.</p> <p>Review SEND children's access to the curriculum within class sessions. Use of 'Learning Passports' and cycles of personalized learning targets.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO, including SEND Trust Review</p> <p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	All pupils have equal access to a broad curriculum	<p>On-going</p> <p>January 2023</p>	
All school visits, trips and extra-curricular clubs need to be accessible to all pupils	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p>	All pupils are able to access all school trips and take part in a range of activities	On-going	

	<p>Ensure staff are fully briefed with regards to children with SEND</p> <p>Monitor take-up of extra-curricular clubs. Promote clubs for all pupils. No charge for after-school clubs</p>		Use of Arbor to monitor and analyse	
Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	Raised confidence of staff		
Using specialist teachers, TAs and multi-agency services to support learning and to give pastoral and inclusion support	Continual development of 'Lighthouse club' and links with Staffordshire services, nurse hub and MHST	Increase in access to all school activities for all pupils		
Communication with Parents	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact SENCO at any time.</p> <p>Parents meet regularly with SENCO to access further support and advice.</p> <p>Ensure that the annual report to parents of SEND is accessible and informative for parents.</p> <p>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</p>	<p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice.</p>	On-going	

	<p>Encourage parents to let the school know if they have a particular disability or other need</p> <p>Ensure that 'absent parents' receive communication</p>			
Welcoming new pupils and helping them to settle effectively.	<p>Ensure a happy start to the school at normal times</p> <p>Ensure effective school transfer and induction mid-year</p> <p>Ensure that extra help is given to pupils who find change of school challenging</p> <p>Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school</p>	All pupils feel welcomed and settled at school	On-going	

### Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

## Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As required	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As required	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials.	Delivery of school information to pupils & parents with visual difficulties improved.	On-going	

## Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Target	Strategy	Outcome	Timeframe	Achievement
Ensuring hearing and visual environment in classrooms is regularly monitored to support hearing and impaired visually impaired children	Seek support from LA HI and VI advisory team	All children have access to the appropriate environment	On-going	
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the APDR process when required. Be aware of staff, governors and parent's access needs and meet as appropriate. Consider access needs during recruitment process.	Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.	As required induction and on-going required	
Whole School Evacuation	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school requires this	Everyone can be safely evacuated.	Annually, and as new children join the school throughout the year	

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board

It will be approved by the governing board.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy