



Thorpe Primary School

Accessibility Plan 2018-2021

At Thorpe Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

Objectives

Thorpe 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

Our 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.

The Accessibility Plan contains relevant and timely actions to:-

- 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;
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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;

- 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.

Thorpe Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

- Admissions policy
- Behaviour Policy
- Anti-Bullying Policy
- Health & Safety Policy
- Special Educational Needs Policy and Local offer

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Contextual Information:

The majority of the school is on one level. There are two sets of steps within school so wheelchair access around the whole school building is not feasible. A handrail is fitted next to one set of steps.

There is a ramp and disabled car parking space at the school's main entrance. There is also a ramp between the two playgrounds.

There is a disabled toilet for staff, children and visitors.

The medical room has been refurbished recently and now includes a hoist.

There is access to a shower room should this be required.

Arrangements for the admission of students with disabilities:

When children enter school with specific disabilities, the school works closely with the local authority support services for advice and guidance. If children who have an Education Healthcare Plan (EHCP) are admitted, arrangements begin with a transitional review, which a member of the school attends. For children with a disability, in addition to information provided by pre-school settings, other primary schools, parents are also asked to give details.

Responsibility:

The Headteacher will be responsible for the plan's day to day implementation.

The Governors Premises, Staffing & Finance committee will be responsible for monitoring, evaluating and reviewing the school's Accessibility Plan. The plan will be reviewed every three years.

The committee will also be responsible for obtaining and allocating the funds needed to implement any priorities in the plan.

Reporting:

Progress of any priorities will be reported to the Full Governing Body at least once a year.

Access to the plan:

Parents/Carers may request a copy of the plan from the office. The plan is also available on the school's website.

Targets	Action	Outcome	Timescale	Notes on progress
Improving Physical Access				
To continue to improve, where possible, the accessibility of the school buildings and grounds to all children and adults.	Audit of accessibility	Modifications will be made if achievable with building restrictions. Layout/organisation of classrooms enables participation and independence for all.	Annually	
Improving Curriculum Access				
Differentiation enables all children to access learning at the appropriate level.	Planning reflects appropriate differentiation Observations, work scrutiny.	Children's learning is challenging but at the appropriate level that they can access and make progress	Ongoing	
Targeted interventions are implemented when necessary by support staff.	Impact of interventions on children's progress is monitored. Support staff CPD Pupil Progress meetings (PPM).	Interventions are effective in removing barriers to learning, accelerating children's progress.	Ongoing	
Additional specialist equipment is provided where necessary e.g. writing slopes.	Advice and support from external services.	All children can participate in learning. Independence is promoted.	Ongoing	
Additional access for KS2 tests is requested if necessary.	Evidence collated from school and learning support service to submit to NCA.	All children can access tests.	Annual	
To ensure that all pupils are able to access out of school activities e.g visits, clubs.	Additional adult support if necessary. External providers of clubs fully informed. Individual RAs written if necessary.	All pupils can access activities.	Ongoing	

Access to Information

To ensure that information is accessible to all.	Information is available in alternative formats when requested.	Information is available in alternative formats when requested.	Ongoing	
Documentation on the website is accessible to those with English as an additional language.	The school's ICT provider to ensure information on the website can be translated into other languages when requested.	Information accessible in other languages	Ongoing	
To ensure that parents who are unable to attend school, because of a disability can access parent consultations and other information	Information can be sent home or e-mailed. Staff can phone.	All parents are informed about child's progress	Ongoing	

Policy reviewed and ratified by Governors October 2018