



Thistly Meadow Primary School

ACCESSIBILITY PLAN

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Accessibility Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

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

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 plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The plan contains relevant and timely actions to:-

1. 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; 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

Definition of disability according to the Equality Act 2010

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.

School values

At Thistly Meadow we are committed to providing an appropriate and high quality education for **all** children which enables them to:

- Be happy, highly motivated lifelong learners
- Achieve their very best in all areas of the curriculum
- Develop enquiring minds, creativity and a spirit of curiosity
- Develop self-confidence, self-esteem, self-reliance and self-respect
- Respect themselves, others and the world in which they live
- Be able to work collaboratively and independently
- Extend themselves in mind, body and spirit
- Develop flexibility, adaptability, technological and problem-solving skills required for the modern world

We consider our teachers to be a teacher of *every* child and we have the highest aspirations and expectations of all children including those with special educational needs and disabilities. We aim to provide all children with a broad, balanced, academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

Links to other documentation and policies

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

- Special Educational Needs and Disabilities Policy
- Supporting pupils with medical conditions
- Equal opportunities policy
- Overarching Behaviour Policy
- Curriculum Policies
- Educational trips policy
- Emergency Evacuation plan
- Health & Safety Policy
- School Development Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. 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.

The plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. Staff are made aware of the plan through meetings and relevant training sessions. Parents and pupils can access the plan by download from the school website or by request from the school office.

Review and monitoring

This plan is reviewed every three years by the Business committee. The review will be informed by feedback from staff, pupils and parents including questionnaires, discussions and guidance from supporting agencies.

Training

Training will be included in SENCO and staff meetings, INSET days, CPD planning in performance reviews and arranged to meet the needs of specific needs of children.

Supporting partnerships to help develop and implement the plan

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs, working with the LA and specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Birkett House Outreach Team
- Autism Specialist Teachers
- Education Psychologists
- NHS Paediatricians

School support

Facilities and support currently on offer at the school include:

- SENCO
- Designated areas and support for 1:1 or small-group work
- A range of learning styles including, visual, auditory and kinaesthetic
- Visualizers and interactive Smartboards are used in all classrooms.
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- SEAL small group work (Social and Emotional Aspects of Learning)
- iPads/accessible technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions
- Access to Counsellor
- Bereavement support
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Outdoor learning
- Transition arrangements, planning and support

The school's Special Educational Needs and Disability report (Local Offer) published on the school's website provides information for parents.

Complaints procedures

Any complaints regarding this plan or accessibility will be dealt with under the school's complaints policy.

Appendix 1
Thistly Meadow Primary School Access Improvement Plan 2020 - 2024

1. Improving physical access

Priority	Owner	Action	Resources/Cost	Time	Success criteria
Wheelchair access	Business Manager/ Site Manager	Existing disabled parking bay to be moved to front of car park where there is a dropped kerb. Disabled bay markings to be painted. Signage required. Access to the school from the disabled bay is via the side playground entrance gate. Install bell outside the main entrance and disabled assistance notice.	Quotes to be obtained.	Expansion scheme to the school 2020. Works completed by LA.	Level, improved access to entry to school, two clearly defined spaces created with markings. Level access created to main entrance and playground.
Improved level access to main entrance	Business Manager/ Site Manager	Investigate feasibility of level access to main entrance with Local Authority.	To be confirmed by Property Services.	Works completed by LA.	Direct access to main building.
Pedestrian access	Head teacher/Site Manager	Pedestrian path to school from Foundation fencing to entrance to be resurfaced and levelled.	Quotes to be obtained.	Works completed by LA.	Level access to school entrance and Foundation stage.
Closing off of Year 1 and 5 classrooms	Head teacher/Site Manager	Open plan classrooms to be closed off to improve environment for SEND pupils, particularly those with hearing impairments.	Maintenance budget.	Works completed 2016.	Teaching environment is quieter and supports inclusive learning.
Provision of wheelchair accessible toilets with changing facilities	Head teacher/Site Manager	Maintain a wheelchair accessible toilet with changing table.	Maintenance budget.	Works completed by LA.	Accessible facilities for all users.

Priority	Owner	Action	Resources/Cost	Time	Success criteria
Ramped access to classrooms	Head teacher/Site Manager	Install ramped access to main building (Year 5 classroom) and mobiles.	Maintenance budget.	Works completed by LA.	Accessible facilities for all users.
Improve the quality of provision for children with specific special needs.	Business Manager	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs. To be included in the Paddock project.	Quotes to be obtained. Grant funding to be sourced.	Ongoing.	The school experience enhanced for children with specific special needs.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO	Specialist equipment sourced as required for pupils with specific needs.	Included in SEND annual budget.	Ongoing.	All pupils are able to access the school and curriculum independently.
Improve access to school Paddock	Business Manager/ Premises Officer	Ensure access maintained to the paddock with regular maintenance	Included in Grounds Maintenance budget.	Ongoing.	All pupils are able to access the school and the outdoor space.

2. Improving curriculum access

Priority	Owner	Action	Resources/Cost	Time	Success criteria
Training for teachers on differentiating the curriculum	Head teacher/SENCO	Review staff training requirements.	To be obtained.	Ongoing, Staff workshops and INSET days.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
Audit of pupil needs and staff training to meet those needs.	SENCO	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Professional services – SLA agreed i.e. Education Psychology reports The use of other professional partners has been made sourced according to requirements.	Ongoing.	Increase in access to all school activities for all disabled pupils. Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.
Staff are trained to meet the medical needs of pupils as required.	SENCO, identified staff	Policy – Supporting pupils with Medical Needs includes process for assessment of needs and individual health plans to be formulated.			
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Head teacher, Education Visits Co-ordinator	Educational visits policy includes requirements for SEND children and checklist for planning, risk assessment and inclusion.	Included in SEND annual budget.	Ongoing.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Increase in access to all school activities for all disabled pupils.
Classrooms are organised to promote the participation and independence of all	Teaching staff and SENCO	Ensure Individual Education plan and Provision Map assess reasonable adjustments required - equipment, support, environment and risk assess. Seek specialist advice.	Included in SEND annual budget.	Ongoing.	All pupils are able to access the school and curriculum independently.

pupils					
Integration of special school unit (Birkett House)	All staff	Ensure curriculum timetable includes BH pupils, liaise with BH staff. Consider level access rooms, additional equipment, individual needs and staff required to support activities.	Included in school budgets.	Ongoing.	All pupils are able to access the school and curriculum with required support and adaptations.

3. Improving written information

Priority	Owner	Action	Resources/Cost	Time	Success criteria
Availability of written material in alternative formats, braille, alternative language etc	All staff	Ensure staff are aware of services available to provide alternative formats.	Included in SEND annual budget.	Ongoing.	Written information available in alternative formats and languages, on request.
Signage is suitable for non-readers	Head teacher	Ensure signage uses symbols where necessary and can be understood by all. For visually impaired individuals signage may be supplemented by Braille.	Included in SEND annual budget.	Ongoing.	Pupils are able to navigate the school regardless of any disability.

Version	Date	Comment
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