Thornhill Primary School



Accessibility Plan

Approved by Chair of Governors:	Lisa McCrindle
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. Our vision is for all pupils to be 'leading and learning together.' Amongst other ways, this will be achieved by pupils learning both independently and with others, understanding how their feelings affect their learning and being known and respected for who they are.

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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

Increasing access to the curriculum for pupils with a disability				
Objective	**Strategy**	**Outcome**	**Timeframe**	**Result**
Improve range of skills and experience available within	Audit staff's current skills, training and experience –	Staff who are secure in their 'diagnosis' of learning	e.g. Ongoing, subject to funding	Pupils are more able to access the curriculum

the school so that the school is better able to assess and provide for the needs of pupils with SEND	decide on whether to augment these through training or employment of a specialist with these skills and experience	difficulties and abilities and able to develop and advise on teaching strategies to enable the pupils with SEN to fully access the curriculum		regardless of their SEN
Resources for specific & other language and learning difficulties	Specialist software installed on school network. In class support from Tas. Specialist speech & language therapy. Specific support as identified on IEPs.	To support pupil's learning	Ongoing	Pupils access learning
Hearing Impaired students	Regular visit by an external specialist teacher who monitors pupils, assesses their needs and provides advice. Speech and Language Team supporting teaching with teachers to consolidate language learning in the classroom.	To support pupil's speech & language development To support progress in learning	Ongoing	Pupils access Developing speech & language skills
Writing aids for pupils that have a difficulty with pen/paper or temporary writing difficulty due to injury	Invest in technology that can support e.g tablets or laptops	To support student's learning	Ongoing	Pupils access learning
Raise whole school awareness of possible barriers to learning	Review provision	Targeted provision	Ongoing	Teachers/phase report correct resources in place
Audit of differentiation and curriculum access in all subjects/lessons	Training / INSETs on specific disabilities	Good access to the curriculum	Ongoing	Pupils are more able to access the curriculum regardless of their SEN
Greater awareness of and confidence in dealing with	Identify areas where knowledge and skills base	More highly trained staff in this area	Ongoing	All adults provide effective support

pupils with SEN amongst teachers	needs to be extended			to all students regardless of SEN

Improving the delivery of information to pupils with a disability				
Objective	**Strategy**	**Outcome**	**Timeframe**	**Result**
Ensure access for visitors and students with a disability is feasible	Carry out full test for availability of access in the school, clearly identifying areas to improve. (Add to the school premises plan)	Full use/access of the school	Ongoing	Full access available
Increase awareness of staff of the importance of good communication systems	Advice and training as required	Better awareness of employees and adults at the school	Ongoing	Access to written information is appropriate
Adaptation of registration form (pupils) and application form (future employees) to include a request for information about any possible disabilities	Find an appropriate form of words for gathering useful information about an applicant's (pupil or adult) disabilities - if any	Statements and questions within the forms that gather information to which the school can respond	Ongoing	Information on students, staff with disability
Look at alternative ways of providing information – e.g. audio versions, dual language.	Advice from Outreach Services / associations concerned with disability	A stock of information stored in different formats	Ongoing	Students, parents and staff effectively supported
Improved signage	Audit all signage for visibility to people with impaired sight	New and more signage	Ongoing	Signage in place

Improving and maintaining access to the physical environment				
Objective	**Strategy**	**Outcome**	**Timeframe**	**Result**
There is access to disabled toilets on the ground and middle floor. To consider another disabled access toilet on the top floor.	Access to facilities throughout the day	Toilet for children with disabilities on the bottom, middle floors and over in the OuterSpace building	2025-26	Facilities in place ground and middle floor Investigate top floor access
Improve accessibility to all three floors (including mezzanine level at top of building) by installation of a passenger lift.	Planned use of surplus school funds	Improved accessibility for pupils and visitors	2024-26	Ongoing

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 Headteacher and Resources Committee of the Governing Body.

It will be approved by the Chair of Governors.

5. Links with other policies

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

- Behaviour policy (including anti-bullying)
- Curriculum policy
- Equalities policy
- Health and Safety policy
- Risk assessment policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1 – Questions that should be asked

Increase access to the curriculum for pupils with a disability

- Do all teachers and TAs understand the nature of particular disabilities? Are they able to adapt their teaching to match particular needs, language ability and learning styles? What sort of training is appropriate?
- Are classroom texts/handouts suitable for particular disabilities? Is there a range of reading ages? Is text confusing/too small for some disabilities?
- Are students given copies of notes/details of homework if they find it difficult to copy off the board? Are students given visual material to support language and literacy?
- Would ICT increase access to the curriculum? How should we prioritise its purchase? How should we organise its use?

Improve and maintain access to the physical environment

- What plans have we already got to decorate or refurbish any part of the School building?
- What should we consider when doing so?
- What particular features would benefit students with different disabilities, e.g. contrasting colours between walls and doors for a visual impairment, flashing lights on fire alarm bells for a hearing impairment, clear signage including pictures as well as text etc.
- Do we have quiet areas, for example for children who are sometimes overwhelmed in the classroom/playground?
- Do we have changing/washing facilities for children who are incontinent?
- Which areas of the School are not accessible for students with wheelchairs?
- What are our priorities in making them more accessible?
- Are our playgrounds and sports facilities accessible? Can we make them more so?
- Are we planning to replace equipment/ICT? What should we consider when doing so?
- Will the proposed new library have adjustable accesses?

Improve the delivery of information to pupils with a disability

- What written information do we give to students at the moment? Home/School information? Class texts and notes? Notices?
- Is all this information accessible to all our students? How can we make it more so? Do we need any equipment or can we use what we have in a different way?
- What preferences do our students with disabilities, and their parents, have for the way information is given to them?

Appendix 2 – Further questions

Below are questions from the DfE guidance 'Accessible Schools: Planning to increase access to schools for disabled students', which suggests asking these questions:

Section 1: How does your school deliver the curriculum?

Question	Y/N
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	
Are your classrooms optimally organised for disabled students?	
Do lessons provide opportunities for all students to achieve?	
Are lessons responsive to pupil diversity?	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	
Are all students encouraged to take part in music, drama and physical activities?	
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	
Do you provide access to computer technology appropriate for students with disabilities?	
Are ALL school visits made accessible to all students irrespective of attainment or impairment?	
Are there high expectations of all students?	
Do staff seek to remove all barriers to learning and participation?	

Section 2: Is your school designed to meet the needs of all students?

Question	Y/N
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, hall and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?	
Can students, who use wheelchairs, move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	
Are pathways of travel around the School site safe, routes logical and well signed?	
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disability; including alarms with both visual and auditory components?	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	
Are areas to which students should have access well lit?	
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics, noisy equipment?	
Is furniture and equipment selected, adjusted and located appropriately?	