

Thorncombe St Mary's CE Primary Academy

Accessibility Plan

2021 - 2024

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	4
5. Links with other policies	4
Appendix 1: Accessibility Audit	9

1. Aims

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

1. **Increase the extent to which disabled pupils can participate in the curriculum;**
 - **Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided**
 - **Improve the availability of accessible information to disabled pupils**

At Thorncombe St Mary's CE Primary Academy, we are committed to ensuring equal treatment for all involved in the school community, including those with any form of disability. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

We have high ambitions for all our disabled pupils and expect them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability. We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and volunteers to ensure their full participation in the life of the school, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

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

Thorncombe St Mary's CE Primary Academy works with our partner schools within Acorn Multi Academy Trust to develop and implement the accessibility action plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 the articles of association of Acorn Multi Academy Trust.

3. The Accessibility Action Plan

The Accessibility Action Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical. It is a requirement that the school's accessibility plan is developed, resourced, implemented and reviewed and revised as necessary.

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

All teachers are aware of the individual needs of all of the pupils. This informs the;

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated.

Data is stored centrally by the SENCo on each child to inform the accessibility requirements of the school.

The action plan below sets out the proposals of the Local Governing Body of the Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. The action plan shows how the academy will address priorities identified in the plan and will be made available online on the school website. Paper copies are available upon request.

This plan considers the following three areas as identified in the introduction:

1. Increasing the extent to which disabled pupils can participate in the academy curriculum

The academy SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA Babcock and Educational Psychology Service, the SENCo in conjunction with MAT Inclusion Leader manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The academy works closely with specialist services including:

- Communication & Interaction Team
- Physical Disabilities & ICT Team
- Sensory Impairment Team
- Social, Emotional and Mental Health including Behaviour Support Team
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Thorncombe St Mary's CE Primary Academy.

3. Improving the availability of accessible information to disabled pupils

The SENCo is aware of the services available through the LA for accessing support to convert written information into alternative formats.

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 SENCO and approved by the Local Governing Body.

5. Links with other policies

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

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

3. Action plan

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

AIM: 1. To increase the extent to which disabled pupils can participate in the school curriculum					
Targets <i>Short, medium and long-term targets</i>	Strategies	Timescale	Person responsible	Success criteria	Monitoring & Evidence
To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles	The curriculum will be differentiated and adapted as necessary to meet the specific needs of the children in each class, overcoming potential barriers to learning	Ongoing	HT & SLT	Suitable learning objectives set	Reviewed termly during teacher and SENCo meetings.
To ensure staff have a sound understanding of the needs of any pupils with disabilities or additional needs	Access to appropriate training for teachers & TAs where needed, due to the specific needs of children in their class. Advice from external services to be sought regularly	Ongoing, annual review in September	SENCO	Staff will have a thorough understanding of the individual needs of the children in their care.	Reviewed termly during teacher and SENCo meetings.
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	May to July annually	HT, SENCO & EYFS Leader and teachers	Provision set in place ready for when the child/ren start school	

To review policies and procedures to ensure that they reflect inclusive practice and procedure	All aspects of school life promote equality of opportunity for all pupils	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure	Governor Minutes
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families	Ongoing	SLT & Teaching Staff	Clear collaborative working approaches through regular meetings with parents, risk assessment reviews, provision reviews and action planning	Conversations to be documented.
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT/SENCO, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	Conversations to be recorded and stored on file. Correspondence to be filed appropriately.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out	Ongoing	SLT, SENCO and all teaching staff, extra-curricular service providers and educational visits settings	Wherever possible, all children will be able to participate in the wider curriculum to include trips and residential visits as well as extra curricular provision.	Risk assessments to be completed and stored on file. Communication with outside providers to be documented. Correspondence to be stored on file.

AIM: 2. To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided

Targets <i>Short, medium and long-term targets</i>	Strategies	Timescale	Person responsible	Success criteria	Monitoring & Evidence
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Improve the physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical 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	Head of School		
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	<p>Create personalised risk assessments and access plans for individual pupils as needed. Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are training in them and capable of carrying them out.</p>	Ongoing	SENCo, all teaching staff and site manager	<p>Children are able to navigate the site and are able to participate in learning.</p> <p>Medical records are kept up to date.</p>	<p>Assess, Plan, Do, Review meetings termly between SENCo and class teacher to ensure needs are met.</p> <p>Medical records file to be kept up to date and checked termly.</p>
To ensure driveway, roads, paths around the school are as safe as possible.	<p>Communication with parents via safety messages/letters/walk to school week</p> <p>Bikeability for Year 5/6 children</p> <p>Regular premises inspections, including entrances/outside areas/play areas</p>	Ongoing	<p>Head of School</p> <p>Premises manager/HT</p>	Children and staff will be able to safely walk around the school grounds.	

AIM: 3. To improve the availability of accessible information to disabled pupils and parents

<p style="text-align: center;">Targets</p> <p style="text-align: center;"><i>Short, medium and long-term targets</i></p>	<p style="text-align: center;">Strategies</p>	<p style="text-align: center;">Timescale</p>	<p style="text-align: center;">Person responsible</p>	<p style="text-align: center;">Success criteria</p>	<p style="text-align: center;">Monitoring & Evidence</p>
<p>To enable improved access to written information for pupils, parents and visitors.</p>	<p>Create and offer information in alternative formats.</p> <p>Access arrangements are considered and put into place for statutory testing</p>	<p>Ongoing</p>	<p>SENCo, teachers and admin team.</p>	<p>Evidence that appropriate consideration and reasonable adjustments have been made.</p>	<p>Ensure at end of term reviews that suitable provision is in place.</p>
<p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>	<p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.</p>	<p>Ongoing</p>	<p>Whole school team</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.</p>	

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date of completion
Number of storeys	The school building is single storey with step free access to all rooms. There is a mezzanine area above Pippin class that is currently not being used by pupils.	None currently.	SENCo, HT and MAT IL	Ongoing
Corridor access	Level access across the school.	None currently	SENCo	Ongoing - as and when required.
Lifts	Not applicable.	Not applicable		
Parking bays	A disabled parking bay is clearly marked in the school carpark and is the nearest to the school entrance.	Provide a dedicated parking space as and when required.	SENCo/Admin	Ongoing - as and when required.
Entrances	There is a small lip on the interior main entrance door, which may require a small ramp/slope for a wheelchair to access in the future.	Provide access ramps where necessary.	SENCo/Admin	Ongoing - as and when required.
Ramps	There are access ramps to the two adjoining classrooms. There is a gradual slope of grass to access the school field.	Non currently	SENCo	Ongoing - as and when required.
Toilets	Toilets are fully accessible.	None currently		

Reception area	Subject to ramp(s) if required in the future. There is currently a small lip to access the front of the school entrance.	None currently	SEnCo/Admin	Ongoing - as and when required.
Internal signage	Toilets identified. Fire alarms have signage. Fire escapes identified. Rooms clearly labelled. Staircase to mezzanine floor in Pippin Class has signage to advise use of handrails on stairs.	Review annually	Building Premises Manager	
Emergency escape routes	Ramps can be used to access rally point. Clearly labelled fire evacuation routes.			