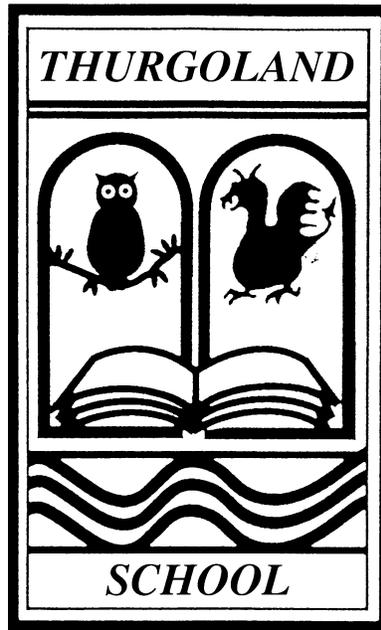


Thurgoland CE Primary Accessibility plan



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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

As a Church School Christian Values and Principles underpin all our policies and procedures; this has particular resonance with regard to any member of our school community with a disability. In line with the school's general aims we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Thurgoland School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We will strive to offer the best possible provision for pupils with a disability, ensuring they have every opportunity to meet their full potential in all aspects of school life. This plan will outline how we will address our responsibilities in respect of current or future pupils with a disability.

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, this 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.

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 articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Short term: To ensure needs are met on an ongoing basis</p> <p>Medium term: Continue to build on resources to support those pupils with disabilities</p>	<p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</p> <p>Continued development of resources using expertise of outside agencies.</p> <p>Training in place for all staff to use specialised programmes/ interventions as they are</p>	<p>School staff</p> <p>HT SENDCo</p>	<p>October 2017</p> <p>Ongoing throughout 2017 2018</p>	<p>School staff will have a clear picture of the accessibility of the curriculum for all our pupils.</p> <p>Resources will be available to ensure the needs of all the pupils are met. Staff will be confident in delivering programmes/interventions</p>

	<p>Some curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Support plans reviewed regularly and developed alongside parents and pupils to ensure pupils' needs are met.</p> <p>School staff work with outside agencies as required to ensure pupils' needs are met ie occupational therapy, physiotherapy</p> <p>School staff are trained to deliver programmes to pupils ie speech therapy</p> <p>Sport provision for pupils with disabilities including interschool competitions</p>	<p>Short term: Increase resources available in school showing people with disabilities</p> <p>Short and medium term: The wider curriculum reflects issues faced by people with disabilities and these are addressed</p> <p>Short and medium term: Progress and social and emotional well-being of pupils with disabilities is a priority through school and is tracked carefully</p>	<p>introduced</p> <p>Audit current resources and provide further materials where there are gaps</p> <p>SLT to monitor during pupil progress review meetings held half-termly</p>	<p>HT SENDCo</p> <p>HT and SENDCo</p>	<p>Autumn</p> <p>Ongoing</p>	<p>Targets and provision is appropriate and is meeting the needs of the pupils.</p> <p>All pupils show an awareness and understanding of the issues addressed and respect and value people with disabilities.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<p>Improve accessibility for pupils and visitors with disabilities to ensure easy access to the</p>	<p>Short term: Accessible parking bay for disabled staff/visitors.</p>	<p>Caretaker Headteacher</p>	<p>Autumn 2017</p>	<p>Pupils and visitors requiring wheelchairs or with limited mobility will easily access the school</p>

	<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Soft play around trim trail and reception area • Hand rails fitted 	<p>school building.</p> <p>To ensure that all areas of the school are accessible</p>	<p>Easy access from car park to reception for wheelchair users/people with pushchairs etc.</p> <p>Long term:</p> <p>Install ramp/ lift for wheelchair access near pupil entrance</p>		2020	<p>building.</p> <p>Pupils and visitors requiring wheelchairs or with limited mobility will easily access all areas of the school building.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	<p>Short term:</p> <p>Use of pictorial representations through KS 1 classrooms</p>	<p>Year 1 and 2 will use pictorial representations to enable SEND pupils to locate and access resources easily</p>	KS 1 staff	Autumn 2017	<p>Pupils with disabilities will be confident in moving around and locating resources independently</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the 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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Na – upstairs is used to store resources inly	-	-
Corridor access	Wide corridor Steps towards pupil entrance	Investigate possibility of fitting ramp/ lift which is required to provide access to all areas of the building	HT	2019
Lifts	0	-	-	-
Parking bays	Parking bays are clearly marked	Disabled parking bay to be marked near to main entrance	caretaker	Autumn 2017
Entrances	2 Main entrance is accessible by wheelchair Pupil entrance has steps	Investigate possibility of ramp/ lift which is required to provide access to all areas of the building	HT	2019
Ramps	0	-	-	-
Toilets	Disabled toilet	-	-	-
Reception area	Accessible from ground floor and	-	-	-

	close to road and car park			
Internal signage	Internal signage generally good	Pictorial required in KS 1 classrooms to aid independent access to resources	KS 1 staff	Autumn 2017
Emergency escape routes	Majority of emergency exits open to ground floor without steps.	Ramp installation required – hall, pupil entrance	HT	2020