

Thornaby CE Primary School

Accessibility Plan



Mission Statement: Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Walking and learning with faith in the footsteps of Jesus

Approved by:

Date:

Last reviewed on: September 2022

Next review due by: September 2025

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

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

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. Many of our school aims, some of which are listed below, are focused on the importance of this inclusivity.

- Educating the whole child - spiritual, moral, cultural, mental and physical - making each feel special
- Providing a broad, balanced, relevant, coherent, progressive, creative and differentiated curriculum, offering all pupils the widest range of stimulating educational opportunities to inspire and motivate
- Embracing other cultures with love and respect
- Upholding a safe and secure Christian environment, whilst celebrating the diverse nature of our community where all are nurtured and can flourish
- Nurturing self-respect, courtesy, good manners and a caring attitude towards other people, the local environment and the wider world.
- Ensuring equality of access and of opportunity for all.

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.

We work with Stockton-On-Tees Local Education Authority.

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, staff and Governors.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or

disability if they: • have significantly greater difficulty in learning than the majority of children of the same age; or

• have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

• are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the MET Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

Action plan

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

Improving curriculum access accessibility plan

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Aim	Current Practice	Good Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure</p>	<p>Ensure that all school trips/visits (including residential) are accessible for pupils with learning / physical disabilities Ensure that after school clubs are accessible for all pupils and are compliant with legislation.</p>	<p>Policy review Trips and activities pre planned with parents to ensure access Advance visits Risk Assessments for individual children where appropriate Ensure access is available for all pupils including those with physical or sensory disabilities</p>	<p>HT SENCO</p>	<p>Ongoing</p>	<p>100% of children will access school trips and after school clubs</p>

	it meets the needs of all pupils.					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Dyslexia friendly school • Marvellous ME • Pictorial or symbolic representations • TA with British sign language 	Ensure all parents and pupils can access information Develop a stronger parent partnership through Pastoral Lead and PSA Written information to be provided in different formats if necessary	Ensure newsletters accessible in different forms Provide range of opportunities for parents to access school and information about their child Assess individual needs of pupils and respond appropriately to any extra resources/provision required	HT Pastoral Lead PSA Teachers	Ongoing	Parents will be aware of the school curriculum and how they can support in a better way
Increased access to PE for all pupils		Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	PE Lead SENCO	Review annually	All pupils have access to PE and are able to excel, for example via support from an adult
Inclusive school environment for all children in school		Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children Discuss with staff who run out of	HT SENCO	As required	Disabled children feel able to participate equally in out of school activities.

			<p>school clubs, and people running other clubs after school. Support would need to be available - especially after school</p> <p>Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place.</p>			
		Communication with Parents	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice.</p>	HT SENCO	Ongoing	Parent/school communication is strong o Parents confidently contact SENCO for support and advice.

			Ensure that the annual report to parents of SEND is accessible and informative for parents			
Children's voices are heard in school and views taken account and built upon within the educational setting		Pupil voice	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	SENCO	Ongoing	Children voice is heard and acted upon.
Staff feel confident in supporting and meeting needs of all children in school.		Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	SENCO HT	Ongoing	Raised confidence of support staff

Improving physical access accessibility plan

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width 	The school has been extended in two phases and fully meets all the requirements for the Equality Act 2010.				Children can access the school setting and surrounding environment. The school is fully inclusive for all children in their care.

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Automatic front entrance door • Library shelves at wheelchair-accessible height 					
Maintain safety for visually impaired people		<ul style="list-style-type: none"> • Ensure the indoor and outdoor environment supports people who are visually impaired 	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis o Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate 	HT SENCO	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year

			<ul style="list-style-type: none">• Check flashing beacons that signal fire alarm activation regularly			
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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*.

Related documents

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

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

