



Thorplands Primary School Accessibility Plan 2021 - 2023

Definition of disability under the Equality Act 2010

A person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' (12 months or more) negative effect on their ability to do normal daily activities. Progressive conditions- A progressive condition is a condition that gets worse over time. People with progressive conditions can be classed as disabled.

<https://www.gov.uk/definition-of-disability-under-equality-act-201>

Contextual Information

Thorplands Primary School is a one-form mainstream primary school with a nursery. The school has been established since and has been a key part of the community of Thorplands. A nursery was taken over by the school in 2018, which caters for approximately 30 pupils from 3-4 years old. The school is generally quite full at 200 – 210 children on roll.

Areas of planning responsibility

1. Increasing access for disabled pupils to the school curriculum, including not only teaching and learning, but through participation in the wider curriculum of the school, such as involvement in after-school clubs, activities and school visits.
2. Improving access to the physical environment of the school, including adaptations and equipment for learning.
3. Improving the access of written information to disabled pupils and parents. This information should take account of pupils' disabilities and pupils' and parents' preferred formats and be available within a reasonable timescale.

1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school. Through a cycle of self-review, Continuous Professional Development (CPD), lesson visits, Pupil Achievement review and Performance Management, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs through our inclusive, enriching and challenging curriculum, in which children are challenged to move forwards on their learning journey.

In 2021-2023 the SLT are further strengthening the role of monitoring and evaluating to support, challenge and evaluate impact for all groups, including vulnerable and SEND pupils, which Additional Support Plans, written and delivered by teachers. We analyse impact against cost, schedule reviews and include parents/carers in their children's learning. Opportunities to observe outstanding teaching

approaches, rooted in strong formative assessment and effective feedback, will support teaching staff to reflect, refine and evaluate their impact on the learners in their classes.

The new Ofsted Inspection framework (September 2019) puts vulnerable learners at the heart of its inspection process: The framework is intended to be a force for improvement for all learners. Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010,10 including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998. (p.5)

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence in the staff in providing suitable learning opportunities for all children.	SLT to be aware of staff training needs on curriculum access. Training and the CPD timetable is linked to SIP (School Improvement Plan) and reflects key data.	Twilights and training day opportunities to include outside professional and inschool training to develop wider skills and knowledge. Engagement with outside professionals to develop best practice in relation to additional needs of children	SLT including SENDCo, Phase leaders, and Subject leaders	Raise staff confidence in deploying inclusive strategies to enable all pupils to have full access to the curriculum – internal and external training opportunities. Monitoring and evaluating triangulated with pupil progress meetings, work scrutiny, pupil voices to evidence impact. ASPs show progress towards achieving targets and generalising skills. Developing a wide range of specialisms, such as Speech and Language development, Dyslexia, Attachment and ASD.
Ensure nonteaching staff have specific training on supporting	SLT/Phase leaders to be aware of staff training needs.	As required but TA training in place on training days and additional sessions through	SLT including SENDCo, Phase leaders, and Subject leaders	Raise non-teaching and support staff confidence in deploying

<p>children with different learning needs, including disability</p>	<p>Learning visits to show areas where support staff may require specific support tailored to the needs of the year group/team in which they are deployed.</p> <p>TA training to mirror staff training opportunities.</p> <p>TAs have opportunity to share training needs via appraisal systems.</p> <p>TAs welcome to attend weekly staff training sessions after school. Termly drop-in and by request sessions for TAs and LSAs.</p>	<p>the term. Modelling of practice to nonteaching staff by teaching staff and SEN team, or by outside professionals, for example, the Speech and Language Therapy Services, Specialist SEN Service, physiotherapy and occupational therapy services.</p>		<p>inclusive strategies to enable all pupils to have full access to the curriculum to make good progress.</p>
<p>Ensure all staff are aware of access to curriculum for disabled children</p>	<p>Set up system of individual health care plans for pupils with physical difficulties/SEMH needs pupils.</p> <p>Phase leaders and subject leaders monitor curriculum and analyse data to evaluate attainment and process.</p> <p>Share and take into account any advice given by</p>	<p>Ongoing</p>	<p>SENDCo</p>	<p>All staff are aware of individual needs, including supply and cover staff and how to manage this within the classroom management to provide inclusive learning opportunities.</p> <p>Use of One Page Profile and Health Care Plans support staff with</p>

	<p>professionals in supporting the child by all colleagues involved.</p> <p>Offer parents regular meetings through the year and at transition times, ensure that processes are in place to support the children moving to the next year group.</p>			<p>personalising provision.</p> <p>Children are able to access specialist services in school and school staff support children between visits, for example, physiotherapy.</p> <p>Transitions are safe and successful and parents are able to share their understanding and knowledge with staff.</p>
Use computing software to support learning	<p>Use assistive technology to enable curriculum support.</p> <p>Computing Leader to explore and share new technologies that support disabled children.</p> <p>Computing leader to investigate apps/approaches and share with staff.</p> <p>Staff training and drop-in opportunities to develop teachers' skills to deploy.</p> <p>Evaluate practice through CPD</p>	On-going	SENDCO Computing Lead Phase Leaders	<p>Wider use of assistive technologies and ICT to appropriately enhance and support learning in classrooms, as needed. I-Pads used to support learning of children with physical and learning needs.</p> <p>Confidence in teachers to use technology to support children is increased, used widely and consistently throughout the school.</p> <p>Staff are confident in their use of technology to</p>

				enhance learning for all learners. Staff aware of approaches they use which impact most upon children with additional needs.
Monitor PE curriculum to ensure PE is accessible to all.	<p>“Real PE” has been embedded into the school, which enables each child to reach their own potential.</p> <p>Moves and equipment use is adapted so that all children can participate.</p> <p>Swimming– the floor to the pool can be raised to support the needs of children with PD</p>	Ongoing development: see Sports Premium report	PE co-ordinator and Sports Premium Coordinator.	All children have access to a progressive and inclusive PE curriculum, which develops their physical skills and enables them to meet their potential.
Ensure disabled children can take part equally in lunchtime and after school activities.	<p>Within clubs at lunchtime and afterschool, adaptations made so that all can participate.</p> <p>Specialist clubs for children with SEN, such as Boccia.</p> <p>Additional clubs for children receiving PPG.</p>	From September 2022	SENCO	<p>Disabled children feel able to participate equally in extra-curricular school activities.</p> <p>Slopes or lift available to ensure access to all parts of the site, where clubs and after school activities may be run.</p>
All educational visits and residential trips to be accessible to all.	<p>Give guidance to staff on making visits accessible.</p> <p>Risk assessments share the appropriate</p>	<p>On-going.</p> <p>Risk-assessments as required, checked by HT and in line with planned</p>	HT EVC	All children can access and take a full part in educational visits, adapted where needed to

	<p>arrangements for children with disabilities.</p> <p>New venues are vetted for appropriateness. Residential visits (currently Y4 and Y6) checked for accessibility and inclusion of disabled pupil in activities.</p> <p>Visits, arrangements, accommodation plans and activities are shared beforehand with parents/carers to share information and suggestions to ensure accessibility.</p>	<p>educational visits. Commission LongTown Outdoor Training to help support any visits, risk assessments and provide recommendations</p> <p>EVCs trained in school (2 members of staff)</p>		<p>their individual needs.</p>

2. Improving access to the physical environment of the school

Thorplands Primary keeps resource provision under continual review, which is linked to the School Improvement Plan (SIP).

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers, and visitors.	<p>To create access plans for individual disabled pupils where needed.</p> <p>Be aware of access needs of staff, governors and parents and meet these as appropriate (disabled parking bays, dropped</p>	As required	SLT including SENDCo, Phase leaders, and Subject leaders	Additional Support Plans/ Health Care Plans are in place for disabled pupils and all staff are aware of children's needs through regular communication between all stakeholders.

	<p>kerbs, wide entrance doors, push button technology at suitable height, ramps, disabled toilets and sinks etc.)</p> <p>Through information brought to the Office, SLT or at Governors Meetings that shares access concerns Access needs are considered during recruitment and any necessary</p>			<p>All staff, governors, parents and visitors feel confident and able to access the school Parents have full access to school activities and know where to go to share concerns and get support.</p> <p>Access issues do not influence recruitment and retention</p>
Organisation of school to allow access for all pupils to all areas	Consider the needs of disabled pupils when organising furniture and classrooms to ensure access.	Ongoing	SENCO Headteacher Site Supervisor SBM	<p>School design and classroom and other areas are suitable for access to all.</p> <p>Corridors and fire exits are kept clear at all times for wheelchair access when needed.</p> <p>Dining room and all other areas, such as Nurture, are suitable for access to all.</p> <p>Nursery School fully accessible to all pupils.</p>
Improve signage and external access for those with visually impairment.	Yellow strip parks disabled bays, Kerbs are visible. Lighting inside and outside.	September 2022	Headteacher Local Authority	Those with visually impairment can confidently visit school.
Ensure all disabled pupils	Put in place Personal	Annually	SENDCO SLT	All disabled pupils, staff or

can be safely evacuated	Evacuation Plans, which are renewed annually and kept in school office and relevant classroom. Share plans with relevant adults, including parents, who agree and sign. Check effectiveness during fire drills and amend as necessary. Make sure fire exits are suitable for all and are kept clear at all times.	Review PEPs half termly		visitors can be safely and efficiently evacuated in the event of a fire or critical incident.

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information from Thorplands Primary School, which is normally available, suitable for all those with disabilities. For example, handbooks, prospectuses and information about school events. This information should take into account the preferences of parents/ carers and children's preferred formats and these should be made available, whenever possible, within a reasonable time period. To enable this to be done effectively we need to establish the current level of need and identify agencies and resources that will be able to support the provision of these materials, when required. The school's Computing Leader will be a vital part of providing access to a range of materials as appropriate.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents and carers to ensure it is accessible	Provide written information in clear English and printed in a clear and accessible font Review data collection to check for any information to be shared with parents requiring adaptation Analyse the needs of parents	On-going	SLT including SENDCo, EYFS Phase leader,	All parents and visitors can retrieve information in a form that they can readily access. Develop excellent communication between all stakeholders

	<p>and children following data collection at the start of the academic year and the start of new children into EYFS and Nursery.</p> <p>Follow-up any concerns shared at the Prospective parents' evenings.</p> <p>Follow-up any concerns when nursery provision and place have been allocated</p> <p>Ask parents to make any needs known at Prospective parent tours and evenings for admission into next year's intake.</p> <p>Ensure website and documents accessible on the school website made available to the VI as required.</p>	<p>By October half term 2023</p> <p>September/October 2023</p>		
<p>Ensure that all staff are aware of guidance on accessible formats</p>	<p>Support staff to produce accessible texts and learning resources for children with a Specific Learning Difficulty (SpLDDyslexia). Coloured exercise books,</p>	<p>Ongoing as part of CPD and through individual support</p>	<p>SENDCO</p>	<p>Teaching staff are able to adapt their presentations and their written resources to meet the needs of all children.</p> <p>They know how to adapt and</p>

	overlays and other strategies can be offered. To ensure this includes support staff as well as teaching staff through teacher and TA training.			structure work that meets the needs of the learners. SENDCo makes the necessary access arrangements to support these learners in statutory assessments.
Languages other than English to be visible in school	Some signs will be multi-lingual (for example, the welcome signs) Reflecting on and celebrating the cultures of the children in our school by celebrating languages other than English in PSHE, Reflective Journals, assemblies etc. Provide information for parents in alternative languages, when requested, and within a reasonable time scale	Ongoing Ongoing ongoing	Headteacher MFL Leader Phase leaders and class teachers, SBM	Environment reflects the diversity and heritage of all stakeholders Diversity is celebrated and explored within learning. The British values, including mutual respect and tolerance are evident throughout the school community. All parents and carers can communicate effectively with the school.

In conclusion:

The Accessibility Plan will be reviewed annually to ensure that a tight focus remains on accessibility and inclusion.

Reviewed and updated: 30.07.22