

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

different learning needs, including disabilityshow areas where support staff may require specific support tailored to the needs of the year group/team in which they are deployed.Modelling of practice by teaching staff and SEN team, or py outside professionals, for example, the Speech and Language Therapy Services, Specialist Services, opportunities.strategies to enable all pupils to have full access to the curriculum to make good progress.TA training opportunities.Service, physiotherapy and occupational therapy services.Service, physiotherapy and occupational therapy services.Service, physiotherapy and occupational therapy services.TAs welcome to attaff training sessions after school. Termly drop-in and by request sessions for TAs and LSAs.OngoingSENDCoAll staff are aware of individual health access to curriculum for pupils with physical difficulties/SEMH needs pupils.OngoingSENDCoAll staff are aware of individual needs, including supply and ocver staff and how to management to	ahildran with	Loorning visits to	tha tarma		inducivo
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difficulties/SEMH needs pupils.and how to manage this within the classroom management to	curriculum for	pupils with			including supply
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needs pupils.manage this within the classroom management to		difficulties/SEMH			and how to
Phase leaders within the   and subject management to					manage this
Phase leadersclassroomand subjectmanagement to					-
and subject management to		Phase leaders			
I leaders monitor I leaders monitor		leaders monitor			provide inclusive
curriculum and learning					•
					-
analyse data to opportunities.					opportunities.
evaluate					
attainment and Use of One Page					-
process. Profile and		process.			
Health Care Plans					
Share and take support staff		Share and take			
into account any with		into account any			with
advice given by		advice given by			

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	professionals in			personalising
	supporting the			provision.
	child by all			
	colleagues			Children are able
	involved.			to access
	Offer parents			specialist
	regular meetings			services in school
	through the year			and school staff
	and at transition			support children
	times, ensure			between visits,
	that processes			for example,
	are in place to			physiotherapy.
	support the			
	children moving			Transitions are
	to the next year			safe and
	group.			successful and
				parents are able
				to share their
				understanding
				and knowledge
				with staff.
Use computing	Use assistive	On-going	SENDCO	Wider use of
software to	technology to		Computing Lead	assistive
support learning	enable		Phase Leaders	technologies and
	curriculum			ICT to
	support.			appropriately
				enhance and
	Computing			support learning
	Leader to explore			in classrooms, as
	and share new			needed. I-Pads
	technologies that			used to support
	support disabled			learning of
	children.			children with
				physical and
	Computing			learning needs.
	leader to			
	investigate			Confidence in
	apps/approaches			teachers to use
	and share with			technology to
	staff.			support children
				is increased,
	Staff training and			used widely and
	drop-in			consistently
	opportunities to			throughout the
	develop			school.
	teachers' skills to			
	deploy.			Staff are
				confident in their
	Evaluate practice			use of
	through CPD			technology to
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				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.	"Real PE" has been embedded into the school, which enables each child to reach their own potential. Moves and equipment use is adapted so that all children can participate. Swimming- the floor to the pool can be raised to support the needs of children with PD	Ongoing development: see Sports Premium report	PE co-ordinator and Sports Premium Coordinator.	Il 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.	Within clubs at lunchtime and afterschool, adaptions made so that all can participate.	From September 2022	SENCO	Disabled children feel able to participate equally in extra- curricular school activities.
	Specialist clubs for children with SEN, such as Boccia. Additional clubs			Slopes or lift available to ensure access to all parts of the site, where clubs and after school
	for children			activities may be
All educational	receiving PPG. Give guidance to	On-going.	HT	run. All children can
visits and	staff on making	511 Boung.	EVC	access and take a
residential trips	visits accessible.	Risk-assessments		full part in
to be accessible		as required,		educational
to all.	Risk assessments	checked by HT		visits, adapted
	share the	and in line with planned		where needed to
	appropriate	planned		

arrangements for	educational visits.		their individu
children with	Commission		needs.
disabilities.	LongTown		
	Outdoor Training		
New venues are	to help support		
vetted for	any visits, risk		
appropriateness.	assessments and		
Residential visits	provide		
(currently Y4 and	recommendations		
Y6) checked for			
accessibility and	EVCs trained in		
inclusion of	school (2		
disabled pupil in	members of staff)		
activities.			
Visits,			
arrangements,			
accommodation			
plans and			
activities are			
shared			
beforehand with			
parents/carers to			
share			
information and			
suggestions to			
ensure			
accessibility.			
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# 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	To create access	As required	SLT including	Additional
aware of the	plans for		SENDCo, Phase	Support Plans/
access needs of	individual		leaders, and	Health Care Plans
disabled pupils,	disabled pupils		Subject leaders	are in place for
staff, governors,	where needed.			disabled pupils
parents/carers,				and all staff are
and visitors.	Be aware of			aware of
	access needs of			children's needs
	staff, governors			through regular
	and parents and			communication
	meet these as			between all
	appropriate			stakeholders.
	(disabled parking			
	bays, dropped			

	kerbs, wide			All staff
				All staff,
	entrance doors,			governors,
	push button			parents and
	technology at			visitors feel
	suitable height,			confident and
	ramps, disabled			able to access the
	toilets and sinks			school Parents
	etc.)			have full access
	,			to school
	Through			activities and
	information			know where to go
	brought to the			to share concerns
	Office, SLT or at			and get support.
	Governors			and get support.
				Access issues do
	Meetings that			
	shares access			not influence
	concerns Access			recruitment and
	needs are			retention
	considered			
	during			
	recruitment and			
	any necessary			
Organisation of	Consider the	Ongoing	SENCO	School design and
school to allow	needs of disabled		Headteacher	classroom and
access for all	pupils when		Site Supervisor	other areas are
pupils to all areas	organising		SBM	suitable for
	furniture and			access to all.
	classrooms to			
	ensure access.			Corridors and fire
				exits are kept
				clear at all times
				for wheelchair
				access when
				needed.
				needed.
				Dining room and
				all other areas,
				such as Nuture,
				are suitable for
				access to all.
				Nurcory Cohool
				Nursery School
				fully accessible to
				all pupils.
Improve signage	Yellow strip parks	September 2022	Headteacher	Those with
and external	disabled bays,		Local Authority	visually
access for those	Kerbs are visible.			impairment can
with visually	Lighting inside			confidently visit
impairment.	and outside.			school.
Ensure all	Put in place	Annually	SENDCO	All disabled
disabled pupils	Personal	1	SLT	pupils, staff or

can be safely	Evacuation Plans,	Review PEPs half	visitors can be
evacuated		termly	safely and
evacualeu		terniny	•
	renewed		efficiently
	annually and kept		evacuated in the
	in school office		event of a fire or
	and relevant		critical incident.
	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.		

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

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

	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	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