

THUNDERSLEY PRIMARY SCHOOL

Accessibility Plan 2015-2018



Member of staff Responsible	<i>Emma Dawson</i>
Policy produced	<i>May 2015</i>
Policy agreed/last reviewed	<i>May 2015</i>
To be reviewed	<i>Summer 2018</i>
Other Policies Related	<i>Teaching and Learning Policy, Equalities Policy, SEND policy;</i>
Other Paperwork Attached (appendix)	

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

At Thundersley Primary School, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Implementing the Plan

1. This Accessibility Plan covers a three year period and will be updated regularly to reflect progress against the aims.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
3. The Accessibility Plan contains relevant actions to:
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Reviewing the Plan

The Accessibility plan will be reviewed yearly and updated to show progress against its aims. Progress will be reported to the Local Governing Body on a termly basis.

Accessibility Plan September 2015 - July 2018

Aim 1: To ensure access to the curriculum for pupils with a disability				
Target	Strategies	By when	Responsibility	Success Criteria
Use ICT software, such as Clicker 6, to support learning	Make sure software installed where needed and training for staff where required.	Sept 2015	SENCo/ICTCo	Children access curriculum and make accelerated progress
All educational visits to be accessible to all	Awareness raising for staff of need to ensure trips are accessible to all, including those with emotional and behavioral difficulties.	Sept 2015	EVC/HT	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	Dec 2015	PE Lead	All to have access to PE and be able to excel
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Jul 2015	HT	All pupils in school able to access all educational visits and take part in a range of activities
Children and adults who are hearing impaired access curriculum	To investigate radio loop or portable device for hearing impaired in school School discuss use of radio microphone in performances	Sept 2015	HT	Hearing impaired pupils and adults can access assemblies and performances
Children with mental health and emotional needs can access the curriculum	Investigate working with the local authority to access (or run) a provision where children benefit from therapeutic support to access the curriculum	Bidding process July 2015	HT	Children with emotional needs, at risk of exclusion are successful at school
Aim 2: To ensure everyone can access the physical environment of the school				
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the provision mapping process when required Be aware of staff, governors and parents access needs and meet as appropriate	July 2016	HT	Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met

Target	Strategies	By when	Responsibility	Success Criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Sept 2015	Site manager	Visually impaired people feel safe in school grounds
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	July 2017	HT	All disabled staff, pupils and visitors able to have safe independent exit
Aim 3: Ensure appropriate delivery of written information to disabled pupils				
Raise awareness of differencing needs of the school community in terms of communication requirements	Make sure that all staff understand that parents/carers may not be able to access written information and the effect this may have on children's participation in school life.	Dec 2015	HT/SENCo	All parents receive information in a form that they can access
Ensure all staff are aware of guidance on accessible formats	Ensure guidance to staff on dyslexia and accessible information is being followed	Dec 2015	SENCo	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Jul 2016	SENCo	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Investigate access to translators, sign language interpreters to be considered and offered if possible	Sept 2015	SENCo	Pupils and/or parents feel supported and included
Provide information, in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2014	Office	All can access information about the school