



Accessibility Plan 2022 – 2025

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds 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.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Thringstone Primary School is 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. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Thringstone Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2025.

Access to and participation within the curriculum:

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Thringstone is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
To liaise with Pre-School providers to prepare for the new intake of children each year	To identify pupils who may need adapted or additional provision for the Autumn term intake	Procedures Equipment Teacher/SENCo Time	HT EYFS teacher SENCo	April to July annually	Transition for children from Pre-School provision into school is smooth with adequate and appropriate resources and provision Learning walks
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Procedures Equipment Teacher/SENCo Time	HT SENCo	Ongoing as necessary	Provision set in place ready for when the child/ren start school
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Time	HT All staff	Ongoing	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Time	HT All school staff	Ongoing	Clear collaborative working approach

<p>To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, severe allergies, diabetes or mobility issues.</p>	<p>To ensure collaboration between all key personnel.</p>	<p>Time Resources</p>	<p>All staff involved with the child</p>	<p>Ongoing</p>	<p>Clear collaborative working approach</p>
<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>		<p>SLT, SENCo and all teaching staff, and educational visits settings</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made Governor Monitoring</p>
<p>To ensure full access to the curriculum for all children</p>	<ul style="list-style-type: none"> • CPD for staff involving outside agencies where necessary • Providing a differentiated curriculum as necessary with appropriate resources • To use appropriate small steps progress levels to assist in developing learning opportunities and also at assessing progress • Training for support staff. • Multimedia activities • Use of interactive ICT equipment • Appropriate sized tables and chairs • Specific equipment sourced from specialist teaching services – i.e: coloured overlays, wedges, triangular grips, virtual reading stands. 	<p>Time Equipment Specialised equipment Furniture</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Advice taken from specialist teaching services and strategies evident in classroom practice Learning walks Subject Lead monitoring Governor Monitoring</p>

Maximise pupils awareness of disability	<ul style="list-style-type: none"> Curriculum opportunities Visitors to school Assembly themes EDI training Collaborative School Council Participate in National Awareness Days 	Time PSHE Lead	All staff	Ongoing	Governor Monitoring Pupil voice Learning walks Subject Lead monitoring
To finely review attainment of all SEND pupils	<ul style="list-style-type: none"> SENCo and class teacher meetings School SEND one page profile plans written by class teachers Pupil progress meetings Scrutiny of assessment system Regular liaison with parents 	Time SEND one page profiles	All staff	Ongoing	Progress made/achieved SEND one page profile plan targets
To promote the involvement of disabled students in classroom discussions/activities	<p>Within the Curriculum, the school aims to provide access to all aspects of the curriculum by providing where appropriate and possible:</p> <ul style="list-style-type: none"> Wheelchair access Support for visually impaired children 		Whole school approach	Ongoing	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school
To take account of a variety of learning styles when teaching	<ul style="list-style-type: none"> Staff training Individualised resources to aid children in order to motivate and aid the learning process. 		Whole school approach	Ongoing	Variety of learning styles and multi-sensory activities evident in planning and the classrooms. Learning walks Book looks
To provide support for pupils with emotional, social and behavioural difficulties	<ul style="list-style-type: none"> Staff training School Nurse ELSA Family Behaviour Support worker Family Liaison Worker School Counsellor Class avatars Time to talk boxes Place to be rom Wellbeing hub 		Whole school approach HT Senor Mental Health Lead	Ongoing	Regularly review provision Regular monitoring of provision Performance Management meetings Discussions Verbal and written feedback

To deliver findings to the Governing Body	Governors Meetings	Time	HT SENCo SEND Gov	Annually Termly SEND Governor and SENCo meetings	Governors fully informed about SEN provision and progress
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Access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
To continue improving the physical environment of the school	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Time	SLT, Site Manager and Governors	Ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensuring all with a disability are able to be involved	Make sure all disabled children have plans in their SEND one page profiles and risk assessments	Time	All staff Children Parents/carers	Summer Term	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent meetings Individual risk assessments To liaise with external agencies To identify training needs	Time	HT SENCo	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
To ensure driveway, roads, paths around the school are as safe as possible	Communication with parents through letters /newsletters /website /1:1 school staff Safety improved with parking.	Time	SLT Site Manager	Ongoing	No accidents / near miss reports

Access of information**To improve the delivery of information for disabled pupils and parents.**

Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Time Resources and strategies put into place Classroom environment	All staff	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Time Resources and strategies put into place Classroom environment	All staff	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
To review children's records ensuring schools awareness of any disabilities	Information collected about new children. Records passed up to each class teacher End of year class teacher meetings Annual reviews SEN one page profile meetings Medical forms updated annually for all children Personal Health Plans Significant Health Problems – children's photos displayed in the medical room	Training Time Resources	HT All staff Office staff	Ongoing	All school staff aware of disabilities of children in their classes

School record systems to be reviewed and improved where necessary (Records on SIMS/ class information/CPOMS)	Record keeping system to be reviewed	Time	Parents Office staff All staff	Continual review and improvement	Effective communication of information about disabilities throughout school
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