

# Thorn Primary School

## Accessibility Plan 2024-27



### **Purpose of Plan**

This plan shows how Thorn Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

The school was built in the 1930s and is arranged over two floors. Over the last few years there has been a substantial amount of renovation. To ensure all access for pupils and parents with disabilities, the school has ensured that at least one entrance to the school is on a single level and wide enough to accommodate a wheelchair if necessary. At present we have no wheelchair dependent pupils, parents or members of staff.

A disabled toilet/changing facility is available for wheelchair users if the need should arise. In the event of a pupil with a physical disability, classrooms will be rearranged to accommodate the pupil on the ground floor.

### **Current Range of Known Disabilities**

The school has children with a range of disabilities which include moderate, specific and communication difficulties. We have a small number of pupils and parents who have a hearing impairment. A very small number of our youngest pupils have toileting issues. One pupil has Q10 Syndrome Heart condition and requires careful monitoring.

We also have a number of children who have asthma, and all staff are aware of these children. Inhalers are kept in the classroom or with the pupil when at PE or off site.

A small number of children have been diagnosed with ADHD and are currently on medication.

All staff hold First Aid or Paediatric First Aid certificates. All medication is kept in a central place. Administration of labelled medicines consent forms are filled in by parents outlining illness and amount and time of medication. All medication given is recorded.

### **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), 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 within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, scaffolding and questioning, ASD, adaptations and recording methods, processing and working memory.	On-going and as required	SENCO & Subject leaders	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access/care plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/EVC	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	As required	PE	All to have access to PE and be able to excel
Meeting the needs of individuals during statutory end of KS2 tests	Apply for additional time, use of amanuensis etc.	As required	KS2 leader	Barriers to learning reduced or removed allowing pupils to achieve their full potential
Ensure all pupils are able to access all out-of-school activities e.g. clubs, breakfast, after school clubs	Review out-of-school provision to ensure compliance with legislation	On-going	Head	All providers of out-of-school groups will comply with legislation to ensure the needs of all pupils are met

### Improving access to the physical environment of the school

Thorn Primary School is continuing to grow and develop. Over the last few years the school has been completely renovated, rooms have been reconfigured and the outdoor environment has had a considerable amount of money

spent to improve the space. The school has a Forest Schools curriculum and the outdoor environment has been developed to ensure all pupils have access.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
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 IPP process when required.	As required	SENCO	IPPs in place for disabled pupils and all staff aware of pupil's needs
	Be aware of staff, governors and parents' access needs and meet as appropriate.	Induction and on-going if required	Head	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers.	Annually	Head	Parents have full access to all school activities
	Consider access needs during recruitment process.	Recruitment process	Head	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any re-design	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in any new development	Site Manager	Disabled parents/carers/visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges	As required	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENCO/Head	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	Head	
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall	On-going and as required	ICT	Hardware and software available to meet the needs of children as appropriate
	Liaise with VI/HI on information with regard to VI/HI pupils	As required		
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	LA	All disabled staff, pupils and visitors able to have safe independent egress

Target	Strategies	Time-scale	Responsibility	Success criteria
	Egress routes visual check	Weekly	Site Manager	

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	School Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	On-going	Website design team	All parents able to access the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IPP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	As required	EAL co-ordinator	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	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

Targets	Strategies	Time-scale	Responsibility	Success Criteria
language problems				
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.	On-going	ICT	All can access information about the school