

Thirsk Community Primary School Accessibility plan 2016-2019

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Thirsk Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Thirsk Community Primary School is committed to providing an environment that enables full curriculum access, that values and includes all pupils, staff, parents and visitors regardless of their physical, sensory, learning, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Curriculum policy

Equality Objectives

Single Equality Policy

Staff development policy

Health and Safety Policy

Special Educational Needs Policy

Behaviour Management Policy

School Development plan

Asset Management Plan/ Suitability Survey

School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Thirsk Community Primary School will address the priorities identified in the plan. It is reviewed annually.

Approved by: Full GB

Date: 13/11/17

Next review date: Autumn 2018

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Timescale	Success Criteria
Increase access to the curriculum for pupils with a	We offer a differentiated curriculum for	To broaden staff's skills in meeting pupils' needs.	Audit of CPD needed.	Class Teacher SENCo	Annually by Dec.	List of areas staff feel they would like training for.

disability.	children of all abilities and use specific resources to ensure certain pupils are able to access the curriculum fully.					
	Gross Motor Interventions are in place for a small number of individual pupils.	To offer gross motor interventions for specific children to support their access to the curriculum.	Seek further support from specialist OT team and specialist teacher.	SENCo	Ongoing	All pupils with identified Gross Motor needs receiving intervention.
	Communication symbols support pupils in reading signs and labels.	To extend the use of symbol systems to augment pupils' spoken language needs and writing.	Source portable devices and apps. Purchase further apps and licences for use on portable devices.	SLT	Sept 18	Pupils have access to symbol software in the classroom.
	School reception staff have warm relationships with pupils who need their help.	To increase non-teaching staff's awareness of individual pupils' access needs and their implications.	Meet with administrative staff to share strategies for interacting and communicating with pupils, especially at times of distress / when unwell. Training for MSA staff covering 4 areas of SEN need. Training for kitchen staff covering 4 areas of SEN need.	SENCO	April 2018 April 2018 Sept 2018	

Improve and maintain safe access to the physical environment.	Specific children have resources and individual setting arrangement needs. Ensure a smooth transition to new classes and implement new ideas for new pupils.	Ensure all resources can be used manageably to meet pupils' individual needs.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCo	Ongoing	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	Currently within yellow warning lines on playground are in place, but fading.	To ensure pupils with visual impairments can access the space safely.	Yellow lines to be reinstated clearly. Environmental walk to seek pupil's views.	Caretaker	July 2017	Pupil identifies hazards accesses space safely. Yellow lines visible.
Improve the delivery of written information to pupils.	Currently environmental symbols are becoming worn.	To improve 'easy-read' signage around school.	Replace worn symbol signs and add further signs to improve environment further.	SENCo	Sept 2017	Signs to be used around school to identity the use of individual rooms.
	Newsletters are available on the school's website with a 'select language' option.	To improve communication with parents whose first language is not English.	Seek parental views on how accessible they find information provided by school through paper-based information and the website.	SBM	Nov 2017	Parents report that methods used to share information is accessible and meets their needs.