

# THUNDERSLEY PRIMARY SCHOOL

## Accessibility Plan 2019-2020



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<b>Policy produced</b>	<i>May 2015</i>
<b>Policy agreed/last reviewed</b>	<i>July 2019</i>
<b>To be reviewed</b>	<i>Summer 2020</i>
<b>Other Policies Related</b>	<i>Teaching and Learning Policy, Equalities Policy, SEND policy;</i>
<b>Other Paperwork Attached (appendix)</b>	

## 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 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 Disability Discrimination Act). 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.

## Accessibility Plan September 2019 - July 2020

Target	Strategies	By when	Responsibility	Success Criteria
Use ICT software, such as Clicker 6, to support learning for children with learning needs	Make sure software installed where needed and training for staff where required.	2019/20	SENCo/ICTCo	Children access curriculum and make accelerated progress
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	2019/20	SENCo/SBM	Hearing impaired pupils and adults can access assemblies and performances
Children with ASD can access the curriculum and thrive in our setting	Work with training providers, local authority and local special schools to access support and improve provision for children with ASD	2019/20	SENCo	Children with ASD thrive at Thundersley and make good progress
Improve signage and external access for visually impaired people	Carry out an audit of the site and take action such as yellow strip mark step edges, signs in braille etc	2019/20	Site manager/DHT	Visually impaired people feel safe in school grounds
Ensure that children with dyslexia are identified early and suitable provision put in place	Identify training providers who can give key staff specialist training on how to effectively support children with dyslexia.	2019/20	SENCo	Children with dyslexia are identified swiftly and strategies put in place to support them to make good progress.
Provide information, in simple language, braille, 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.	2019/20	Office staff	All can access information about the school