

Thriplow Church of England Primary School Governing Body Accessibility Policy

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan also will now comply with Schedule 10 (Accessibility for Disabled pupils) of the Equality Act 2010

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA: and Equalities act 2010.

1. Increased access to the **curriculum** for disabled pupils
2. Improving the **physical environment** of the school to increase access to education and associated physical services at the school
3. Improve the provision of **written information** for disabled pupils where it is provided in writing for pupils who are not disabled.

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

Our aim is to minimise/remove the potential barriers to learning for disabled pupils or members of our community, and to maximise access to both the curriculum and the physical school buildings. We aim to seek out and respond to the views of key stakeholders and particularly to involve disabled members of our community to gather their views and take this perspective into account when drawing up our plans.

Financial planning will take the plan's actions into account. Where we encounter problems we will endeavour to find a practical and sensible solution to it which involves the effective and sustainable use of resources.

Thriplow School is an inclusive school; we aim to ensure that particular groups of pupils are not disadvantaged in school and to promote their participation and success. These groups may include;

- pupils with disabilities
- girls and boys
- minority ethnic groups, including faith groups, Travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- pupils with special educational needs
- gifted and talented pupils
- children "looked after" by the local authority
- sick children
- young carers

- those children from families under stress
- those pupils who are at risk of disaffection and exclusion.

In planning the National Curriculum, our teachers are required to have due regard to the following three principles to help to reduce all barriers to learning:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Management, coordination and implementation

- The full governing body takes responsibility for the school accessibility plan, and will report on it annually through the school development plan.
- The plan will be revised and reviewed on a tri-annual basis, or more frequently if required e.g. if pupils' needs change, or development work is completed.
- Stakeholders with identified needs (staff, pupils, community members) will be included in action planning wherever possible.
- The plan will be evaluated via information in the headteacher's/SENCo's reports and school Governor visits.
- Review will also take place when health and safety visits/SEN visits, and policy review takes place and will be included in part in the school improvement plan review.
- Wherever possible we will work with other agencies and Health professionals to co-ordinate the plan.

We aim through professional development to

- Continue to ensure that all staff and governors are aware of the disability discrimination duties as they apply to schools;
- Draw on support from within and beyond the school as needed.

The Accessibility plan will be made available on the school website and also as a printed document to any parent who may require it from the school office.

Reviewed May 2019

Next review: Spring term 2020

Appendix 1

THRILOW Church of England Primary School Accessibility plan 2018-2020

The purpose of the Plan

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

Contextual Information

The main school building was built in 1870. In the 1960s a school Hall was built. The school is on 2 levels. Further expansion was done in 1999 to improve the entrance hall and offices, and a lift was added so all rooms are accessible. At present we have no wheelchair dependent pupils, parents, governors or members of staff, but the school has the following features which make it suited to people with physical disabilities:

- Wheelchair access to main entrance,
- A lift to access the first floor
- disabled toilets, one on the ground floor

Areas of planning responsibility

1. Increasing access for disabled pupils to the school curriculum (This includes teaching and learning and the wider curriculum of the school such a participation in After school clubs, leisure and cultural activities or school visits).
2. Improving access to physical environment of school (This includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils. The information should take into account a pupil's disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

1. 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, staff appraisal and 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 mostly 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, and educational visits .

Target	Strategies	Time Scale	Responsibility	Success criteria
For all teaching staff (teachers and TAs) to be aware of needs of disabled pupils and to be able to adapt teaching accordingly.	CPD, both internal and external. Class red files to be updated at least half termly with current information about individual pupils.	Ongoing	HT, Governor responsible for Special Needs, SENCo.	Staff, pupils and parents are confident that individual needs are taken into account.
For all pupils to have the opportunity to participate in extra curricular clubs and activities.	All pupils to be encouraged to participate. School budget used, either to adapt the clubs to suit individual need, or to ensure that no disabled pupil is excluded for financial reasons.	Ongoing	HT, Governor, SENCo, Finance Officer.	

2. Improving the access to the physical environment of the school

Provision in exceptional cases will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time Scale	Responsibility	Success criteria
To ensure that the physical environment of the school is suitable for all its pupils.	Regular monitoring of physical environment, and maintenance of Lift. Cooperation with parents about specific needs (eg high visibility strips on stairs). Collaboration with other services (LA, Visual Impairment Service etc) to access equipment.	Ongoing	HT, Health and Safety Governor and Special Needs Governor, SENCo.	Disabled pupils move confidently around the school, and manage themselves during lessons well.

3. 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 and parents, Eggs might include handouts, 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.

Target	Strategies	Time Scale	Responsibility	Success criteria
For disabled pupils, their parents and carers, to receive written information in a format most suitable for their needs.	Exercise books in different colours made available. Worksheets and other materials provided in large format. Newsletters available in paper.	Ongoing	HT, Class Teachers, Office staff.	Pupils, parents and carers are happy with the information they receive.