

Accessibility plan

Thrapston Primary School



Approved by: Mrs Pauline Turner

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

‘Thrapston Primary School is committed to the ideal of excellence for all. The staff in this school recognise that we are in a rapidly changing society. We believe we should develop as a priority an approach to “learning to learn”. Individual learners, and the school community should develop the confidence to grasp new problems to analyse strengths and weaknesses and to set targets for development and improvement. This culture should be promoted throughout the school and should permeate all levels of learning.’

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Thrapston 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 education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Thrapston Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Thrapston Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, books, test papers and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) 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.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Medical Needs Policy
- Off site visits and journeys guidance

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice - We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment - There are two areas of school where there is limited or no access at the moment. (Year 5 corridor and upper Year 6 classrooms have no disabled access).

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum - Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information - Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit - The school is housed in three separate buildings plus a Community Room. Three buildings are single-storey and fully accessible but the Crown building is split over 5 levels. Two levels are inaccessible due to stairs and another corridor can only be accessed through a classroom which is not ideal. All front entrances to the school are either flat or ramps have been installed and all have wide or double doors fitted. The main entrance features a secure lobby. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. The school does not have any dedicated visitor parking although a disabled parking space is in our school car park. Visitors to the school have the option to use on-street parking if no spaces are available. There are disabled toilet facilities available in our buildings. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place if required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- We make links with other schools to share best practice through regular SEND Lead network meetings and other communications as needed.

Complaints - The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Assemblies reflect the inclusive</p>	<p>Continue to ensure that all educational visits be accessible to all.</p> <p>To liaise with pre-school providers to prepare for the new intake of children into Foundation Stage each year.</p> <p>To liaise with educational establishments to prepare for the intake</p>	<p>Ensure each new venue is vetted for appropriateness</p> <p>Identify pupils who may need adapted or additional provision.</p> <p>Bully Busters to support vulnerable pupils.</p> <p>Staff training to focus on disability equality and inclusion to raise awareness.</p>	<p>Trip leader and EVC</p> <p>SEND Lead</p> <p>EYFS</p> <p>Leader and teachers</p>	<p>Ongoing</p>	<p>All pupils in school able to access all educational visits and take part in a range of activities.</p> <p>Staff will be informed about disability equality and what it means.</p>

	<p>values and ethos which Thrapston Primary School promotes.</p> <p>We liaise with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).</p>	<p>of new children who transfer within year.</p> <p>To raise the profile and knowledge of learning needs which are 'invisible' E.g. autism, anxiety and depression for both staff and pupils.</p>			From May annually	Provision set in place ready for when the child/ren start school.
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Access ramps • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Disabled parking bays • The outside play areas and nature walks provide 	<p>To ensure that future site development and alterations both internally and externally are implementing best practice in accordance with the Equality Act 2010 and to promote inclusion of all pupils.</p> <p>The school is aware of the access needs of disabled pupils, staff, governors,</p>	<p>Continue to seek advice from Occupational Therapy as individual children move through the school to improve the learning environment e.g. table and chair types/sizes.</p> <p>Consider needs of disabled pupils, parents/carers or visitors.</p> <p>To create access plans/risk assessments for Individual</p>	SLT/ Governors/ Site manager/	Ongoing	<p>All school development projects ensure best practice is being implemented for accessibility in accordance with appropriate guidance.</p> <p>Access issues do not influence</p>

	<p>accessibility for wheelchair users</p> <ul style="list-style-type: none"> • Accessible entrances to school • Provision of school minibus <p>Some refurbishments or replacements have been carried out to improve areas such as lighting and interactive screens.</p>	<p>parent/carers and visitors.</p> <p>The majority of the school site allows access for all pupils. However, the layout of the Crown building makes the two upper Year 6 classrooms and the Year 5 corridor more difficult to access. If a disabled pupil entered year 5 the classes would need to be moved.</p>	<p>disabled pupils when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p> <p>Installation of a lift may need to be considered in future if funds allow.</p> <p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and</p>			<p>recruitment and retention.</p> <p>The school is accessible to all.</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>
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			more accessible facilities and fittings.			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Sound field systems for children with hearing impairments • Interactive whiteboards • Picture based communication systems. 	<p>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children</p> <p>Provide information in other languages when required.</p>	<p>Continue to seek advice from Educational Audiologist for children with hearing impairments.</p> <p>Access to translators, sign language interpreters to be offered.</p>	SEND Lead	<p>Ongoing</p> <p>Immediately for new SEN children arriving once assessed</p>	<p>All children have access to the appropriate environment</p> <p>All pupils, staff and visitors to the school are able to access information.</p> <p>Pupils and/or parents feel supported and included</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Mrs Pauline Turner (Head Teacher) and the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions poli

