

# Accessibility Plan



September 2016 – September 2019

Thorpe Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

***The best interests of the child must be a top priority in all actions concerning children  
(United Nations Convention of the Rights of the Child Article 3).***

As a Rights Respecting School, we believe that all children have the right to the United Nations Convention of the Rights of the Child. The Convention applies to everyone, whatever their race, religion or ability (Article 2). Children who have any kind of disability should have special care and support (Article 23).

### **Purpose of Plan**

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

We are 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 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.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website.

### **Definition of disability**

The definition of disability under the law is a wide one. Thorpe Primary school understands a disabled person to be someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

### **Objectives**

Thorpe Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need

to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally,

prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve 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;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

### **Linked policies**

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

- Curriculum Policy
- Equality Objectives
- Single Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan / Suitability Survey
- School Prospectus
- School Complaints procedure

### **Monitoring**

The Accessibility Plan will be monitored through the Governor Premises Committee.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Thorpe Primary School Accessibility Plan 2016 – 2019 IMPROVING CURRICULUM ACCESS

As a UNICEF Rights Respecting School, we are committed to improving access to the curriculum for all children. In particular, we pay high regard to Article 23: Children who have any kind of disability should have special care and support.

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.

Target	Strategy	Outcome	Timeframe	Achievement
Develop inclusive quality first teaching	Continued staff training on quality teaching: differentiation, feedback, personalisation	All staff are in the best position to meet the requirements of children's needs with regards to accessing the curriculum	In place and on-going	Increase in access to the curriculum
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with hearing and visual impairment services for appropriate training	Appropriate staff have a clear understanding of hearing / visual impaired children and how to ensure the curriculum is fully accessible to them	In place and on-going	Hearing / visually impaired children successfully included in all aspects of school life
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment. Any external providers will comply with all current and future legislative requirements	In place and on-going	Increase in access to all school activities for all pupils.
Develop as a 'dyslexia friendly' school	Continue to promote key strategies for a 'dyslexia friendly classroom'	All staff follow key strategies to ensure inclusive practices for children and adults with dyslexia / dyslexic	On-going; termly reminders	Increased access to the curriculum; needs of all learners are met with reasonable adjustments

## Thorpe Primary School Accessibility Plan 2016 – 2019 IMPROVING THE DELIVERY OF WRITTEN INFORMATION

As a UNICEF Rights Respecting School, we are committed to improving the delivery of information for all children. In particular, we pay high regard to Article 23: Children who have any kind of disability should have special care and support.

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	On-going	Delivery of information to pupils and parents improved
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.  School information published on school website and updated regularly.	On-going	Delivery of school information to parents and the local community improved
The school considers an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	On-going	The school is able to move forward with electronic reporting to parents

## IMPROVING PHYSICAL ACCESS

As a UNICEF Rights Respecting School, we are committed to improving physical access for all children. In particular, we pay high regard to Article 23: Children who have any kind of disability should have special care and support.

In September 2015, the school was delighted to open an extension to accommodate a 3 form entry system. The new buildings meet all expected standards, and the school had already made a number of adjustments to ensure equal access to the school buildings, grounds and resources:

- No uneven access, externally or internally
- A number of interior doors have been removed to ensure ease of access along corridors
- All doors are wheelchair accessible
- Toilets with disabled access
- There are 2 reserved carpark spaces for vehicles with disabled drivers / passengers
- Adjustments have been made for staff with health / disability issues

We have a wide range of equipment and resources available for day to day use and we keep resource provision under constant review. Provision, in exceptional cases, will be negotiated when a pupil or staff member's specific needs are known.

<b>Target / priority</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Safe and quick access from the Nursery to the main school	Add a gate to the nursery fence that is wheelchair accessible	All children and staff will be able to gain access from Nursery to the school playground	Summer 2016	Nursery and main school is fully accessible
All children, staff and visitors are able to quickly and safely access the main courtyard from all courtyard entrances	Change the doors from the corridors to the main courtyard to wheelchair accessible	Easy access to the courtyard for all	April 2016	Courtyard is fully accessible