



Thornhill Primary School Accessibility Plan 2018

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Governor Approval Date	Autumn Term 2018
Date of Next Review	Autumn Term 2020

Introduction

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.

Thornhill School aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with SEND pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

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.

1. What will the Accessibility plan do?

- The plan shows how access is to be improved for disabled pupils, staff and visitors to the school.
- The plan shows how resources will be available to assist pupils in accessing the curriculum.
- The plan shows how written information will be improved and that it should be made available in various preferred formats.
- The plan shows how whole school training will be given.

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

- Behaviour Policy
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Policy
- SEND Information Report

The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

2. Definition of disability:

The disability discrimination duties are owed by all children who are defined by the DDA as being disabled and under the planning duties schools have a general duty to improve the accessibility of schools for disabled children.

The DDA defines a disabled person as someone who has a **'physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'**.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **'substantial'** means **'more than minor or trivial'**. **'Long Term'** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments including learning disabilities, dyslexia, autism, speech and language impairments, ADHD, diabetes or epilepsy, **where the effect of the impairment on the children's ability to carry out normal day to day activities is adverse, substantial and long-term**.

Normal day-to-day activity:

When impairment affects normal day-to-day activity it affects one of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk or physical danger

Disability and special educational needs

Many children who have SEND will also be defined as having a disability under DDA. It is likely that many of the children who have SEND and an Educational Health Care Plan or who are at Stage 2 will count as disabled. However not all children who are defined as disabled will have SEND. For example, those with severe asthma, arthritis or diabetes may not have SEND but may have rights under the DDA. Similarly, not all children with SEND will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose

emotional and behavioural difficulties are a result of social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia	Motor impairment (long term)	Asthma
Emotional behavioural Difficulties (EBD social factors)	Learning difficulties	Diabetes
Mild dyspraxia	Hearing impairment (deaf)	Cancer recovery
Minor speech impairment	Visual impairment (blind)	Mental health issues
Mild learning difficulties	Incontinence	Disfigurement
	Significant dyslexia	Eating disorder
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
	Autism	Very Short Stature
	EBD (medical factors, mental health)	

3. Information from pupil data and school audit

Within our current school population (229) including nursery, there are currently 2 children with an EHCP.

Disabled children currently in school have the following needs:

- Attention Deficit and Hyperactivity Disorder (ADHD)
- Autistic Spectrum Disorders (ASD)
- Speech, language and communication needs
- Emotional, Behavioural Difficulties (EBD)
- Global learning difficulties
- Significant dyslexia

Currently all children and staff in school are mobile.

- All children are tracked including those that are 'disabled'
- Tracking plots progress and identifies additional support required
- Provision Maps are regularly updated to reflect current provision and support
- Information from receiving schools is sought for all children and is used by class teachers and SENDCo to ensure that the needs of children are being met
- The advice from outside agencies is regularly sought to support our teaching and to support parents. We also use this support for training
- We evaluate our resources to ensure that the needs of our children are being met, privacy boards, sensory equipment, ICT aids
- We have undertaken training for specific needs such as epilepsy, behaviour and restraint
- Patterns of attendance are monitored and the school works closely with the EWO
- Participation in out of school activities is supported and particular attention is given to ensure that all children are supported on school visits and school activities so that all children have full access and enjoyment of school life.
- All children have access to all areas of the curriculum through; additional adult support, intervention programmes and differentiated tasks, and through resources

4. The school's strengths and weaknesses in working with disabled children

Strengths:

- Over the years staff have developed a range of expertise in special needs and we are well placed to meet the current needs of our children
- We have well trained TA's who support children with SEND
- All children with SEND are identified on class/school provision maps and children with an EHCP and other more concerning need have IEP's and care plans
- SENDCo monitors provision for children in a range of ways, lesson observations, progress, looking at work, talking to children, talking to TA's
- Regular liaison with outside agencies
- Support for parents, establish good working relationships
- Flexibility of support staff to respond to need
- We provide daily speech and language support
- Effective systems are in place to ensure that children with special needs are supported in the transition process to secondary school
- We provide a full and balanced curriculum and support learning through enquiry based approaches, ability groupings and small group work.
- We aim to differentiate work to ensure that learning needs are being met and that all children are making progress
- There are a range of intervention strategies and support groups for children with emotional concerns, behaviour and anger issues.
- The physical layout of the school is accessible for non-mobile children, staff and adults; there is a disabled toilet and disabled parking.

Areas for development:

- Raise awareness DDA expectations for all staff and governors
- Continue to monitor our provision for children with SEND and the impact of support by SENCo, HT and other subject leaders
- Addressing actions on plan with staff and governors
- To ensure that all relevant policies consider and reflect the needs of disabled children; *Behaviour, Anti-Bullying, Health & Safety*, and update at next review date

5. Views of those consulted during the development of the plan

The views and aspirations of all children are formally gathered annually through a questionnaire. For children with an EHCP and those receiving additional support. In addition, views are also collected through;

- Annual Review (EHCP)
- Annual Review: views of parents
- IEP's/Care plans views of parents and children
- Meetings with outside agencies (Educational Psychologist)
- Parents Consultation Evenings
- Annual school Report

Areas for Development:

- To continue to monitor IEP's/Care plans ensuring the views of children and parents are considered

- Ensure that all parents receive a copy of Disability Equality Scheme and Accessibility Plan and that their feedback is sought

6. Management, coordination and implementation

The Governing Body has responsibility for the school Accessibility Plan and this is addressed annually. At these meetings the progress towards meeting the targets is reviewed and reported.

This Policy together with the school's SEND policy will be reviewed and revised annually by the SENDCo and Governor responsible for SEND. At this review the views of disabled stakeholders, Head teacher and other subject leaders will be considered.

Accessing the School's Plan

The school will seek to consult the Governing Body and all parents whose children have an EHCP or who receive additional SEND support to help us to identify areas for further improvement.

The disability and Equality Scheme and the Accessibility Plan for Thornhill Primary School will then be available on request but will also be published on our website.

Areas for Development

- Ensure that the school accurately reflects the needs of the children and parents attending our school
- Audit SEND resources ensuring that learning needs of all children are being met
- Continue to monitor provision in a range of ways, SENDCo, HT, Governor visit focus
- To review impact of additional support against attainment and progress and against IEP/Care Plan priorities
- Continue to follow the Accessibility Plan to ensure that access is available for everyone.
- To continue to address needs as they arise through training, resources and use made of adults

7. School Access Plan

At Thornhill Primary School we are committed to an inclusive curriculum and we aim to ensure that all children have equal access to the school's facilities by:

- Continually monitoring the school curriculum and the extent to which disabled children can participate in it.
- Consider the needs of all disabled children in building refurbishment and re-design

This Access plan is underpinned by the following features of the school:

- There is effective support and liaison between school and support services working with individual children within the school
- The Special Needs Co-ordinator has non-contact time to liaise with Agencies, support staff and parents
- We have high expectations of all our children and we aim to establish a positive ethos within the school and we strive hard to overcome barriers to learning for individuals
- We follow a whole school positive approach to behaviour management and we focus on building self esteem
- We have robust systems in place for monitoring progress and review provision half termly to ensure that the learning needs of our children are being met and that adults are appropriately deployed
- We support transition through a careful programme of visits and support

Audit of existing achievement/provision

Curriculum

The school has made very good progress in the following areas:

- Ensuring that detailed information is provided to staff and support is available
- Ensure that children are involved in target setting and contribute to IEPs/Care Plans
- The use of ICT to support learning
- Building up expertise of teaching staff and TA's so that the diverse needs of our children can be supported
- Being flexible with additional adult support and responding to monitoring outcomes to ensure that children are making as much progress as they can
- Introducing robust systems for monitoring attainment and achievement and measuring the impact of additional support
- Ensuring that access arrangements are made for SAT's (additional time, reader etc.)
- Planning for different needs and making lesson expectations clear to children, setting challenging, attainable targets
- Encouraging and supporting the development of clear, well presented visual aids and word walls to support learning
- Using a range of additional resources to support learning
- Using a range of teaching styles to facilitate access for all children; *enquiry based learning, ability grouping, small group/individual focus, mixed ability groupings, use of appropriate language*
 - Self and peer assessment/conferencing
 - Development of 'Emotional Health and Well Being'
 - Ensure that Curriculum Leaders consider the needs of children with disabilities in the development plans for their subjects; *resources, curriculum content, trips & visitors, training*
 - To continually monitor and revise our provision for Disabled pupils need and their access to the 'formal' 'taught' curriculum of the school and also to activities of the school day and beyond, such as: playtimes; movement around the school; special events: sports days, visiting theatre groups or story-tellers; extra-curricular activities: breakfast clubs, after-school clubs and school trips.

Physical Access

- There is full wheelchair access to all areas of school
- Disabled car parking is restricted but could easily be increased if required
- Disabled toilet facilities
- Access to HT room is restricted but there is adequate space in school to meet with parents and carers

Information Access

We share and seek information about our children in the following ways:

- Home-school liaison books
- Regular home contact
- Weekly opportunities to see children's work
- Range of opportunities to be involved in children's learning, celebration assemblies etc.
- Termly Parent Consultation
- Annual Report to Parents

Revised Spring 2019