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'Every child is unique and at the heart of everything we do'

Accessibility Plan 2020

Revision and Approval

Rev	Date	Nature of Change	Approved by Head Teacher	Integrity Checked	Next Review Date
01	Nov 2020	Original Issue	Nov 2020	<input checked="" type="checkbox"/>	Nov 2021

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan.

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.

The Key aims of this plan are to:

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the availability of accessible information and resources to disabled pupils.
- Provide an education that is equal to all.
- Provide training for staff.



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.

1. 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

Some children who have SEND will also be defined as having a disability under DDA. 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.

2. 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.

3. 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 to ensure that the learning needs of our children are being met and that adults are appropriately deployed

4. Audit of existing achievement/provision Curriculum

The school has made 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

Information Access

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

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

