



## **Accessibility Plan 2024- 2027**

### **Aims of the Accessibility Plan**

This plan outlines how Thornhill Primary School aims to improve access to education for pupils with SEND needs and disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with SEND needs and disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with SEND needs and disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all stakeholders with SEND needs and disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account all stakeholders' SEND needs and disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with SEND needs and disabilities and will:

- Monitor recruitment procedures to ensure that individuals with SEND needs and disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with SEND needs and disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents/Carers.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## **The accessibility audit**

The governing board will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with SEND needs and disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with SEND needs and disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which all stakeholders with SEND needs and disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of SEND needs and disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account stakeholders' SEND needs and disabilities.

The actions that will be undertaken are detailed in the following sections of this document.

## Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Support materials to be produced	SEND TEAM/Teachers	When necessary	Resources from whole school training made and available for use.	In line with current pupils needs
Intervention training for support staff	SEND/CO/SEND TEAM	Weekly	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly meetings to take place to assess and address pupil needs.	SLT and Class Teachers	Termly	Pupil progress reviewed and emerging needs are addressed.	In line with individual pupil need.
Training for teachers on adapting the curriculum for SEND children as required.	SEND/CO/SLT	In line with INSET schedule	Teachers are able to meet the requirements of SEND children's needs with regards to accessing the curriculum.	Yes

Staff trained to meet individual medical needs of pupils where applicable.	Headteacher/School Operations Manager/SENDCO	When necessary	Staff completed training for specific needs.	Epi pen training and First Aid completed which meets the needs of current pupils.
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### Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.	Premises Manager	Ongoing	The environment is adapted to the needs of pupils	Yes (including lift on 2 storey site)
Access for all to accessible toilet facility	Premises Manager	Ongoing	A accessible toilet available to all.	Yes
Emergency systems to have visual alarms	Premises Manager	By 2027	Visual alarms fitted across both sites	Not yet
All new internal doors accessible for wheelchair users.	Premises Manager	When new doors are needed.	Newly installed doors to be wheelchair accessible.	Yes

### Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
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Understand the needs of pupils and ensure information is available in relevant formats: For example Large print Braille Pictorial or symbolic representations	SENDCO/SEND TEAM	When necessary	All stakeholders have access to curriculum information and all other school information in a format that meets their needs.	Yes
Ensure signage is suitable for non-readers, is clear and well situated	Premises Manager/School Operations Manager	Ongoing	Pupils are able to navigate the school regardless of any currently managed need.	Not yet
The school makes itself aware of the services available through the LA for converting written information into alternative formats	SENDCO	Ongoing	All stakeholders have access to curriculum information and all other school information in a format that meets their needs	Not yet