



Keystone Academy Trust

Thurlby Community Primary Academy

Accessibility Plan

Created: March 2021
Review Date: March 2024

Vision

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Thurlby Community Primary Academy, the Plan will be monitored by the Head of School and evaluated by the relevant Governors' committee.

At Thurlby Community Primary Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. Thurlby Community Primary Academy's Accessibility Plan (a 3 year plan) will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the school's Equality objectives, and will similarly be published on the school website. The policy will be monitored by the Trustees.
3. Thurlby Community Primary Academy 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.
4. Thurlby Community Primary Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan contains 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; this covers teaching and learning and the wider curriculum of the school such as participation in after schools clubs and school trips.

- Improve and maintain access to the physical environment of the school, adding specialist facilities or equipment where needed – this includes physical aids to facilitate access to the curriculum.
5. The accessibility plan should be read in conjunction with the following policies, strategies and documents:
 - Behaviour and Inclusion policy
 - Curriculum statement
 - Health and Safety Policy
 - School Improvement Plan
 - SEND Policy
 - Medicines in School Policy
 - Equality Statement
 6. The plan will be reviewed towards the end of the three year period and it is feasible that some aspects of the plan will be rolled over.
 7. The school will work in partnership with the trust to implement this accessibility plan.

Aims and Objectives

Our Aims are:

- Increase access to the national and wider curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Continue to build on the delivery of written information to pupils and parents

Our objectives are detailed in the action plan below.

Current good practice

On entry into school, we aim to ask about any disability or health condition in early communications with new parents and carers. We respect any additional needs of parents who require supplementary information or alternative provision when communicating about their child's needs.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some activities may, at times, present particular challenges, for example: break and lunch times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; Bikeability and residential trips and disabled pupils can access all parts of our school and grounds.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment and science and technology for pupils with a visual impairment. The school will ensure that resources will positively support and promote access to the curriculum.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned with a range of different formats available for disabled pupils, parents and staff where appropriate.

Access Audit

The school is a single storey building with several access points from outside – only one of which is currently wheelchair friendly. Car parking is a shared facility with the local community where access to the main entrance is via a level pathway. This is currently the only levelled entrance into school. The main entrance features a secure lobby. There is a disabled toilet facility within Lawrance Park Community Hall, which the school access during the school day. The school has emergency signage and escape routes clearly marked.

Coordination and Implementation

We will consult with external agencies when new situations regarding pupils with disabilities are experienced.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	What we are aiming for	What we are going to do	Who	When	Evidence and Impact
Short Term	To continue to identify barriers to access and inclusion	Senior leaders to work closely with staff to identify barriers, pass on information and will coordinate solutions	SLT	Updates on an ongoing basis	All staff aware of the barriers and know reporting procedures and paper trails. Aware of new SEN code of practice and procedures.
	To ensure that those pupils who have been shielding/isolating have access to the curriculum	Provide pupils with electronic devices, where needed, in order for them to access home learning	All	As required	Uploaded evidence via Purple Mash Feedback from teachers Engagement tracker shows all children have been catered for
	To have knowledge of a variety of agencies who can support pupils and staff	Keep up to date with support agencies and charities	SENCo	Updates on an ongoing basis	Staff aware of agencies
	To remain vigilant in identifying pupils with physical, sensory and medical needs and learning difficulties and develop appropriate support to enable these children to achieve their full potential.	Inform class teachers, keep SEN support register up to date, provide training as required, consult with outside agencies, ensure staff use appropriate equipment to enhance learning environment.	SENCo	Constant updating of register termly and review of IEP's through VSEN tool	Pupils correctly identified Register updated Specialist equipment always to hand and in working order as required TAs allocated where needed IBPs always current

		Individual Behaviour Plans to be used for children who are struggling to access the learning environment. Provide relevant interventions for identified pupils. Provide training as required	BOSS Team (Lincolnshire)		
Medium Term	To review attainment of all SEN pupils on a termly basis	SENCo/Class teacher meetings Scrutiny of assessment (PiXL) system Intervention data Regular liaison with parents	SENCo Raising Standards Lead (RSL) Class teacher	Termly	Progress made towards targets Provision mapping shows clear steps and progress made
	To remain vigilant in identifying pupils with consistently low attendance and children that are constantly late	Follow attendance policy flowchart procedures Monitor key families Encourage good attendance in school with positive recognition/awards Encouragement for those that are on time	Attendance lead (RSL) Class teachers	ongoing	Consistently high attendance in school overall. All pupils (including PA) to be in line with national average or higher Improvement in attendance of identified 'key' families

Aim 2: To improve the physical environment of the school; to increase the extent to which disabled pupils can take access all elements of education.

	What we are aiming for	What we are going to do	Who	When	Evidence and Impact
Short Term	Ensuring all with a disability are able to be involved in all aspects of school life.	Assess access and emergency exit plans for individual disabled children as part of process	SLT School Office Team	Yearly, to be constantly reviewed	Personalised learning plans which enabled needs to be met.
Medium Term	To ensure all step edges and changes of gradient are visible-white lines on step edges, cross hatching on gradients	Audit current white lining throughout the school estate Take remedial action where needed	Head of School and site management	Reviewed every 12 months	Lines are visible and all users are aware of their purpose
Long Term	Review entrances into school so that additional entry and exit points are suitable for those with physical disabilities	Review budget yearly to ascertain if any surplus funds can be allocated to complete project work	Trustees and CFO with Head of School	Annually	Access points are clearly accessible to all and signposted

Aim 3: Continue to build on the delivery of written information to pupils and parents

	What we are aiming for	What we are going to do	Who	When	Evidence and Impact
Short Term	To ensure all children with ASD / hearing impairment have access to the curriculum	<p>Regular parental communication</p> <p>Individualised multi-sensory teaching strategies used for ASD children</p> <p>Use of visual timetables</p> <p>Check use of appropriate PPE e.g. face mask/ visor to ensure pupils can see facial cues</p> <p>Individualised Implementation Plans for children</p> <p>Training/upskilling of staff in appropriate strategies</p> <p>Ensure correct equipment is provided, maintained and utilised correctly following the recommendations of specialist external agencies e.g. STT/Ed Psychologist /Teacher of the Deaf</p>	All staff to be aware SENCo	ongoing	Pupils able to access and contribute to the curriculum

Medium Term	To ensure staff are aware of use of readers/access arrangements etc. for National testing	SLT support staff in PPA – where needed Exemplification videos Training through local authority and MAT	SLT SENCo Teachers	ongoing	Staff aware and compliant Pupils receive support they need to demonstrate their abilities
Long Term	To ensure all staff, where appropriate, are aware of methods of assisting pupils, parents, carers to access information by methods other than the conventional	Review forms of communication to make sure the needs of our families are met	SLT SENCo school office	ongoing	School is sensitive to the needs of pupils, parents and staff and provisions will be made if additional or alternative means of communication is needed e.g. alternative coloured paper/overlays/ increasing font for Dyslexia/PEEPs/visual signs for children with hearing impairment