

# Thornhill Junior and Infant School



## Disability Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information to disabled pupils, this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## **Contextual Information**

The building has been used as a learning environment for primary age children since the 1950s. The school is mainly on one level, however there are 2 small internal sets of steps and 1 small stairway. There is access to most classrooms via external and internal doors.

There are steps from the front path to the main entrance of school. There is a disabled access through the "milk" door and Year 3 entrance.

Recently there have been some modifications made to the building to improve access for all:

- A concrete ramp attached to the Year 3 entrance door to enable wheelchair access
- A toilet for disabled with changing facilities, shower and hoist.
- Parking space for disabled in the car park

At present we have 1 wheelchair dependent pupil but no parents or members of staff. We do have pupils with a range of disabilities. We also have a small number of pupils who have hearing impairments.

## **Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of our 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 where suitable supervision is available. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. .	On-going and as required.	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues appropriate to need.	Be aware of staff training needs.  Staff access appropriate CPD.	As required	SENCO	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils when required.  Information sharing with all agencies involved with child.	As required	SENCO	All staff aware of individual's needs.
Use ICT hardware and software to support learning.	Make sure software installed where needed.	As required	ICT	Wider use of SEN resources in classrooms.
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible.  Ensure each new venue is vetted for appropriateness.	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports.  Seek disabled sports people to come into school.	As required	PE Co-ordinator	All to have access to PE and be able to excel.

### Improving access to the physical environment of the academy

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required.	As required.	SENCO	IEPs/Health Care Plans in place for disabled pupils and all staff aware of pupils needs.
	Be aware of staff, governors and parents access needs and meet as appropriate.(included in staff appraisal meetings)	Induction and on-going if required.	Headteacher	All staff and governors feel confident their needs are met.
	Through questions and discussions find out the access needs of parents/carers through newsletter.	Annually	Headteacher	Parents have full access to all school activities.
	Consider access needs during recruitment process.	Recruitment process.	Headteacher	Access issues do not influence recruitment and retention issues.
Layout of school to allow access	Consider need of disabled pupils, parents/carers or visitors when	As required.	Head/Governors/Site Manager/School Surveyor.	Re-designed buildings

for all pupils to all areas.	considering any redesign.			are usable by all.
Improve signage and external access for visually impaired people.	Yellow strip mark step edges.	On going	Site Manager	Visually impaired people feel safe in school grounds.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.  Develop a system to ensure all staff are aware of their responsibilities.	As required  Each Sept	SENCO  SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment.	Alternative equipment in place to ensure access to all hardware.  Liaise with HI on information with regard to the hearing impaired pupils.	On-going and as required.  Software may be required.	ICT	Hardware and software available to meet the needs of children as appropriate.
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA teacher of the deaf on the appropriate equipment.	Ongoing. (regular visits by teacher of the deaf)	SENCO	All children have access to the equipment.
All fire escape routes are suitable for all.	Make sure all areas of the school can have wheelchair access.  Egress routes visual check.	On-going and as required and as appropriate.  Weekly.	LA  Site Manager	All disabled staff, pupils and visitors able to have safe independent egress.

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The academy will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English.  The School office will support and help parents to access information and complete school forms.	During induction.  On-going	Staff  Admin Staff	All parents receive information in a form that they can access.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On-going	SENCO	Staff to produce their own information.
Annual review information to be as accessible as possible.	Develop child friendly IEP review formats.	On-going	SENCO	Staff more aware of pupils' preferred method of communications.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	As required.  Currently being provided for parent.	SENCO	Pupils and/or parents feel supported and included.

**Approved By Governing Body January 2016**