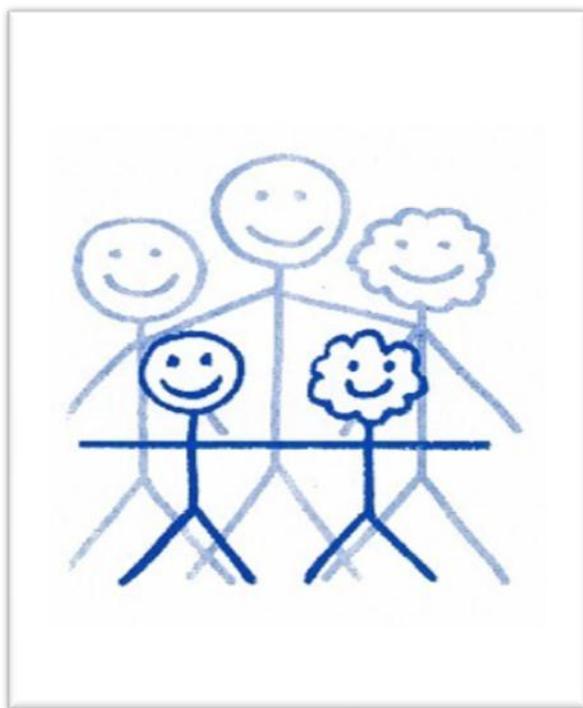


Thorn Grove Primary School

Accessibility Plan



Revised: March 2013

Review Date: September 2014

Introduction

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 students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Thorn Grove Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

"A person has a disability 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 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 of disability is broad and includes:

- People who have a visual or hearing impairment
- A person with a physical disability
- A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis's.
- A person with an autistic spectrum disorder
- A person with Down's syndrome
- A person with dyspraxia and or ADHD
- A person with dyslexia

This list is not exhaustible.

Our Aims

At Thorn Grove Primary School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

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

Action Planning

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these audits also have a 'To do' section with future planned action detailed in the School Improvement Plan from September 2013.

The future planned action work will be overseen and co-ordinated by the governors' premises sub-committee, the curriculum sub-committee, and by the head teacher.

Evaluation of the progress of the plan will be made by the Headteacher and the relevant committees. The findings will be incorporated into the Summer Term Headteacher's report to Governors.

Our action plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator (SENCo) has sufficient liaison time for agencies, support staff and families
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and re-integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluation of outcomes.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

We believe that we have made good progress in the following areas:

- Clear focus on medium term planning at the level of schemes of work
- Clear assessment of current curriculum levels in core subjects
- Deployment of teaching assistants for learning, pastoral and inclusion support
- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)
- Access to specialist advice and support
- Organising LSA deployment to cover a mix of curriculum needs
- Ensuring that Access Arrangements are made for SATs, (Extra time/Reader/Amanuensis etc)
- Setting clear learning objectives in each lesson and making sure that these are clear to the pupils
- Undertaking half termly monitoring and target setting across the core subjects for all pupils

- Ensuring that all pupils are involved in target setting and IEPs
- Using 'P Scales' or 'Pivots' where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all
- Encouraging the use of writing frames to give structured support with writing
- Ensuring that school visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all students-e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles - visual/auditory/kinaesthetic, etc
- The acceptance of all ability groups as part of the school community
- Development of mutual support and understanding between colleagues in working with pupils with disabilities, assemblies and class work, to promote mutual respect
- A range of actions to modify our objectives and planning e.g. team planning, KS moderation, monitoring of teaching and learning

To do

- *Further develop a bank of specialist resources available to support specific needs (scissors, adapted computer keyboard, adapted computer mouse, large key calculator, etc). Target date 2014*
- *Staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social inclusion*
- *Provide information in alternative formats to meet the needs of specific pupils and parents. Target date 2014*
- *Review of reading books to ensure disabled children have appropriate books to access*
- *Improve access for pupils in the Deaf Base for after school clubs*
- *Classrooms are optimally organised for disabled pupils*

2. Physical Access

We believe we have made good progress with:

- Wheelchair access to all the buildings (with ramps where appropriate) - refurbishment October 2006
- Disabled toilet in FS/KS1 - June 2002

- Disabled toilet and partial access toilet in KS2 - Oct 2007
- 2 Disabled Parking Spaces in car park. Dropped kerbs to facilitate wheel-chair access
- Adequate space to meet with parents and carers available
- Space for small group work and individual work for targeted learners
- Availability of storage for equipment and personal possessions
- Development of a physical environment that is safe and welcoming. Each individual may see themselves reflected in displays around the school.
- Carpeting to facilitate favourable acoustics in classrooms and corridors
- Sound system in Deaf Base and all classrooms
- Labelling of equipment and resources in all classrooms so that pupils can find their way around more easily.
- Liaising with residential organisations to ensure that facilities meet the needs of all pupils

To do:

- *Consider the needs of all pupils when purchasing furniture/labels/resources. - School budget. Target date - 2014*
- *Provision of appropriate markings in areas in playground - Target date 2013*
- *Repaint pedestrian gates to give a good visual contrast Target date - 2014*
- *Improve and enable access to steps and pathways with: highlighted yellow or white edges - with a strip along the horizontal and the lateral edge of 55 cms. Target Date 2013-2014*
- *Review if handrails are needed at steps and ramped access points. Target date 2013-2014*
- *Signs to indicate top and bottom of ramps Target date 2014*
- *Floor surfaces: Highlight sudden changes in surface heights with tactile surface or painted yellow or white stripe, or if the height difference is significant; with the installation of railings or barriers*
- *Tactile rubber or bristle type mats to indicate the entrance area inside the doorway*
- *Allocate classrooms so that pupils are not placed at a substantial disadvantage for a reason relating to their disability.*
- *Maintain and repair surfaces uneven ground surfaces*
- *Contrasting strip of tape around light switches*

Information Access

We believe we have made good progress with:

- Visual timetables and information supported by signs/symbols for targeted pupils
- Provided ICT resources to support individuals' needs
- Regular contact with known parents and carers who are disabled.
- Reserving places for parents/ carers with disabilities at events.
- Including more pictorial evidence of pupils' activities in Newsletters.

To do:

- *Annual review of provision for information access i.e. simplified language, picture symbol systems. Target date - 2013*
- *Continue to provide visual and tactile signage throughout the school - school budget. Target date - 2014*
- *Further develop the VLE to enable parents with access difficulties to be aware of school activities and relevant information. Target date 2014.*
- *Adapted reading record diaries for targeted pupils to support home/ school liaison. Target date - 2013*