

Thackley Primary School
Accessibility Plan 2018-2019



This plan outlines the proposals of the governing board of Thackley Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with 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 regularly in consultation with:

- The parents/carers of pupils
- The Executive headteacher, Head of School and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____ Head of School	Date: _____
_____ Chair of governors	Date: _____

Next review date: _____

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Aim	Current Good Practice	Actions To Be Taken	Person Responsible	Date To Be Completed
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> - We offer a differentiated curriculum for children of all abilities and use various resources to ensure pupils are able to access the curriculum fully. - We have a large number of staff trained in how to manage diabetes to enable diabetic children to have safe access to the curriculum including PE and after school clubs - Pupils with additional needs receive adapted tests/extra time/readers/scribes etc during statutory testing 	<ul style="list-style-type: none"> - Consideration to be given to any child presenting any special need (such as visual, auditory or physical) and amendments made as necessary to the curriculum delivery or resources used. - Ensure training is kept up to date, particularly when the children move into new classes. - Consider pupils with additional needs who may be entitled to extra support in tests 	All staff	Ongoing
			Sara Horner	Annually
			Class teachers & SENDCO	Termly
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> - On-site car parking for staff and visitor includes a dedicated disabled parking bays. - People can enter the building from several access points outside. Ramps are available at some entrances. Some entrance doors are wide to enable wheelchair access. - The main corridors are wide enough for wheelchair access. - There are disabled toilet facilities available. This is fitted with a handrail and a pull emergency cord. - The single function rooms – library and ICT suite – are now on the ground floor. - There is a stair lift to allow access to the Early Years Unit and a lift to provide access to Year 6 and one of the Year 5 classrooms. - The staffroom (where we occasionally hold cookery lessons) is only accessible up a flight of stairs. - The school has internal emergency signage, emergency lighting and escape routes are clearly marked. - Personalised evacuation plans are put in place as required. 	<ul style="list-style-type: none"> - Ensure staff with physical disability are able to access disabled parking bays. - Ensure all corridors and access doors are kept uncluttered and are fully accessible 	HoS	Ongoing
			All staff & Site Manager	Ongoing
		<ul style="list-style-type: none"> - One disabled toilet is currently used as a first aid room. Bed to be relocated if a pupil, visitor or member of staff needs regular access to that room. - A lift has been considered for the staffroom but not available currently due to budget. 	Site Manager	When required
			HoS	April budget
		<ul style="list-style-type: none"> - Ensure PEEPs are in place for any pupils or staff who need them. 	All staff & Site Manager	Ongoing
Improve the delivery of information to pupils	<ul style="list-style-type: none"> - Visual timetables are in place in all classrooms to communicate the plans for the day to children - Classroom resources are clearly labelled 	<ul style="list-style-type: none"> - Regular monitoring by SLT to ensure Visual Timetables are being used effectively - Regular monitoring of Learning Environment by SLT 	SLT	Ongoing (See
			SLT	

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	<ul style="list-style-type: none"> - Working walls for English and Maths display the learning journey to children and provide supporting materials to aid learning and independence. - Teachers use a variety of styles of teaching and use range of visual, audio and kinaesthetic approaches to engage pupils in their learning 	<ul style="list-style-type: none"> to ensure resources and Working Walls are supporting learning - Regular monitoring by SLT to ensure appropriate teaching styles are used to engage learners 	SLT	Monitoring Calendar)
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