



**Thorncombe St Mary's CE VC
Primary School**

Accessibility Plan

2019/2021

Policy Adopted	July 2019
Policy Reviewed	April 2020
Panel Responsible:	FGB
Date Next Review:	April 2021
Policy Management:	FGB
Signed:	Chair of Governors
Date:	

**Living, Learning and Growing
Together**

1. Introduction and rationale

1.1 School's duties around accessibility for disabled pupils

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future;
- To plan to increase access to education for disabled pupils.
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This plan sets out the proposals of the Local Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

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

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability;
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs;
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

1.1.1 At Thorncombe St Mary's CE VC Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims

1.1.2 Thorncombe St Mary's CE VC Primary School strives to provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils with special educational needs and with disabilities

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Thorncombe St Mary's CE VC Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

1.3 This plan considers the following three areas as identified in the introduction

1.3.1 Increasing the extent to which disabled pupils can participate in the Thorncombe St Mary's CE VC Primary School's curriculum by securing relevant staff training and ensuring appropriate classroom organization;

- 1.3.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- 1.3.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

1.4 Increasing the extent to which disabled pupils can participate in the Thorncombe St Mary's CE VC Primary School curriculum

The Thorncombe St Mary's CE VC Primary School SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the ANL/SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school works closely with specialist services including:

- Speech and Language Therapy
- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists

1.5 Improving access to the physical environment of Thorncombe St Mary's CE VC Primary School

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Thorncombe St Mary's CE VC Primary School.

1.6 Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

1.7 This Access Improvement Plan is reviewed annually by the FGB.

1.8 Information on how to view this plan is contained on the school website.

Section 2: Aims and objectives

Our aims are to:

- increase the extent to which disabled pupils can participate in the Thorncombe St Mary's CE VC Primary School curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The table below sets out how Thorncombe St Mary's CE VC Primary School will achieve these aims:

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Training on signing is available if needed via the LA and Babcock LDP via the Acorn MAT	Currently no requirements (July 2019). Should requirements become necessary then this will be addressed.	None currently but curriculum under review for September 2019		
Improve and maintain access to the physical environment	Currently no requirements (July 2019). Should requirements become necessary then this will be addressed.	Currently no requirements (July 2019). Should requirements become necessary then this will be addressed.	In any building developments plans include provision of a disabled toilet facility		
Improve the delivery of written information to pupils	Staff are aware of services available through the LA and Babcock LDP via the Acorn MAT.	To be ready and able to produce written material and differing forms as required	None currently (July 2019) but to be undertaken		

Section 3: Access Audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	School corridors, thoroughfares and classrooms are currently accessible.	None currently (July 2019) but to be undertaken as required		
Lifts	Not applicable.	Not applicable		
Parking bays	A disabled parking bay is clearly marked in the school car-park and is the nearest to the school entrance.	None currently (July 2019) but to be undertaken as required. Vehicles able to park closer to entrance if required.		
Entrances	There is a small lip on the interior main entrance door, which may require a small ramp/slope for a wheelchair to access.	None currently (July 2019) but to be undertaken as required		
Ramps	See 'entrances' there is a small lip on the interior door at the main entrance and a mobile ramp may be required.	None currently (July 2019) but to be undertaken as required		

Toilets	Children's toilets are fully accessible.	In building development plans ensure any additional toilet for Little Pips has disabled access.		
Reception area	Accessible subject to a portable ramp for the interior entrance door if required.	None currently (July 2019) but to be undertaken as required		
Internal signage	All rooms clearly labelled along with evacuation/fire routes. Staircase to mezzanine floor in Pippin Class has signage to advice use of handrails on stairs.	Reviewed annually		
Emergency escape routes	Subject to ramp(s) again and if required are all clearly marked (See above internal signage).	None currently (July 2019) but to be undertaken as required		