



Accessibility Plan For Thorncombe St Mary's CE Primary Academy and Pre-School.

Statement of intent

This plan should be read in conjunction with the Federation Improvement Plan and outlines the proposals of the Board of Directors of the First Federation Trust 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 above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors 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 Head, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

Guidance:

Head of Schools should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers, with the support of the SENDCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Improvements already made to enhance access to the curriculum

- Working with external agencies and Dorset County Council
- Speech and Language support and training reviewed Termly
- Appropriate resources purchased when need arises e.g. wobble cushions, writing slope, pencil grips, timers, fidget toys etc
- Assessment for learning is rigorous and informs next steps
- Extra-curricular clubs, including an after-school club provision
- Ethos days, as well as special events to promote inclusion
- Personalised curriculum provisions
- Personalised Learning Planning
- Development of the learning environment to promote safety and calmness

To increase the extent to which disabled pupils can participate in the school curriculum

Targets Short, medium and long-term targets	Strategies	Responsibility	Timescale	Success criteria
To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles	The curriculum will be differentiated and adapted as necessary to meet the specific needs of the children in each	HT & SLT	In place and on going	Suitable learning objectives set

	class, overcoming potential barriers to learning			
To ensure staff have a sound understanding of the needs of any pupils with disabilities or additional needs	Access to appropriate training for teachers & TAs where needed, due to the specific needs of children in their class. Advice from external services to be sought regularly	SENDCO HoS	Termly	Staff will have a thorough understanding of the individual needs of the children in their care.
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. To liaise with educational establishments to prepare for the intake of new children who transfer within the year	To identify pupils who may need adapted or additional provision	HT, SENCO & EYFS Leader and teachers	May to July annually	Provision set in place ready for when the child/ren start school
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families	SLT & Teaching Staff	Ongoing	Clear collaborative working approaches through regular meetings with parents, risk assessment reviews, provision reviews and action planning

<p>To establish and maintain close liaison with outside agencies for pupils with additional needs</p>	<p>To ensure collaboration between all key personnel</p>	<p>SLT/SENDCO, all teaching staff and outside professionals</p>	<p>Ongoing</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p>
<p>To include pupils with a disability, medical condition or other needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out</p>	<p>SLT, SENDCO and all teaching staff, extra-curricular service providers and educational visits settings</p>	<p>Ongoing</p>	<p>Wherever possible, all children will be able to participate in the wider curriculum to include trips and residential visits as well as extra curricular provision.</p>

Planning duty 2: Physical Environment

Guidance:

HoS should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers, with the support of the SENCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided				
Targets Short, medium and long-term targets	Strategies	Responsibility	Timescale	Success criteria
Improve the physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Head of School	Ongoing	

<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<p>Create personalised risk assessments and access plans for individual pupils as needed.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are trained in them and capable of carrying them out.</p>	<p>SENDCo, all teaching staff, Health and Safety Lead</p>	<p>Ongoing</p>	<p>Children are able to navigate the site and are able to participate in learning.</p> <p>Medical records are kept up to date.</p>
<p>To ensure driveway, roads, paths around the school are as safe as possible.</p>	<p>Communication with parents via safety messages/letters/walk to school week</p> <p>Regular premises inspections, including entrances/outside areas/play areas</p>	<p>Head of School</p>	<p>Ongoing</p>	<p>Children and staff will be able to safely walk around the school grounds</p>

Planning duty 3: Information

Guidance:

HoS should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers, with the support of the SENCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

To improve the availability of accessible information to disabled pupils and parents				
Targets Short, medium and long-term targets	Strategies	Responsibility	Timescale	Success criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	SENDCo, teachers and admin team.	Ongoing	Evidence that appropriate consideration and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Whole school team	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their

				children in their education.
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date of completion
Number of floors	<p>The school building is single-storey with step-free access to all rooms.</p> <p>There is a mezzanine area above Pippin class, which can only be accessed by stairs</p>	None currently.	HofS and SLT	Ongoing
Corridor access	Level access across the school.	None currently	HofS and SLT	Ongoing - as and when required.
Parking bays	A disabled parking bay is clearly marked in the school carpark and is the nearest to the school entrance.	Provide a dedicated parking space as and when required.	HofS/Admin	Ongoing - as and when 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 in the future.	Provide access ramps where necessary.	HofS/Admin	Ongoing - as and when required.
Ramps	<p>There are access ramps to the two adjoining classrooms.</p> <p>There is a gradual slope of grass to access the school field.</p>	Non currently	HofS	Ongoing - as and when required.
Toilets	Toilets are fully accessible.	None currently		

Reception area	Subject to ramp(s) if required in the future. There is currently a small lip to access the front of school entrance.	None currently	HofS/Admin	Ongoing - as and when required.
Internal signage	Toilets identified. Fire alarms have sound. Fire escapes identified. Rooms clearly labelled. Staircase to mezzanine floor in Pippin Class has signage to advise use of handrails on stairs.	Review annually	Head of Health and Safety	
Emergency escape routes	Ramps can be used to access the rally point. Clearly labelled fire evacuation routes.			