



THORPE CHURCH OF ENGLAND PRIMARY SCHOOL

Faith, Love and Excellence

Accessibility Plan

Reviewed – Autumn 2023

Review Date – Autumn 2026

Policy belongs to Children's Learning Committee

Ratified by Chairman's Action

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Statement of intent

Thorpe Church of England Primary School, in partnership with the parish and parents, will provide quality Education in a safe Christian environment. Through the love of God, we will foster individual pupil uniqueness spiritually, academically, emotionally, socially and culturally and by encouraging each child to strive for personal achievement and an awareness that their contribution is necessary for the good of the community.

This plan outlines how Thorpe Church of England Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

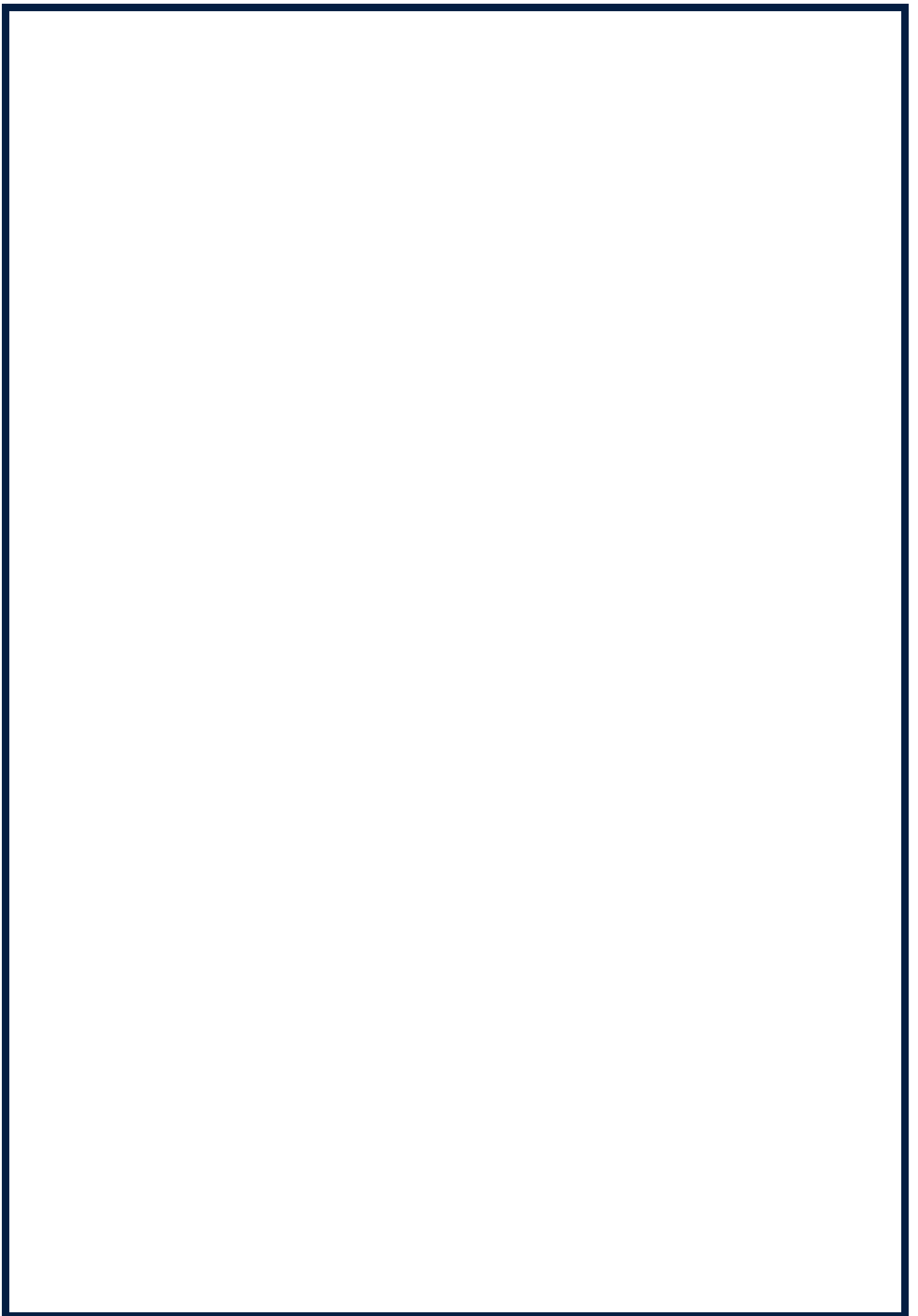
The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the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

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.



1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	New staff unaware of needs of certain children	Review needs of children	Headteacher, DHT, teachers, SENCO	As new staff arrive	All staff aware of SEND and able to support specific children	Autumn 2024
	Staff running out of school activities are aware of and include children with additional needs	Review the needs of children attending Earlybirds and Owl Club	Headteacher, SENCO, EB and Owl Club staff	Regularly	Staff members have the skills to support pupils with additional needs	Autumn 2024
Medium term	Classrooms and teaching spaces inaccessible for children with additional needs	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO Parents	As children go to new teaching spaces	Classrooms and teaching spaces are optimally organised to support all children	Autumn 2024
Long term	Pupils with SEND are disadvantaged during testing	Provide tablets and apply for other adjustments for pupils with SEND	Headteacher, Computing SL, SENCO	At key test points during the year.	Pupils with SEND can access lessons	Autumn 2024

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	SLT does not know if the school's physical environment is accessible	Audit of physical environment	DHP	Spring 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2023
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Autumn 2022	Learning environment is accessible to pupils with visual impairments	Autumn 2023
Long term	Ensure that all areas of school building and grounds continue to be accessible where possible, for all children and adults and to continue to improve the access of the physical environment for all.	Audit accessibility of school buildings and grounds. Target areas for improvement in an action plan.	Governors, Headteacher and Senior Leaders	Spring 2023	Website is fully accessible	Autumn 2023

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
	Parents and carers cannot access school information	Audit of information and delivery procedures	SENCO, Computing SL	When information is produced	Brochure, newsletter and other information available in alternative formats	Autumn 2024
	Availability of written material in alternative languages	School will use information and translations provided by bilingual staff and outside agencies such as the Family Support Programme and REMA for key information for EAL families when needed	Headteacher, SLT	When information is needed	Written information is fully accessible to EAL families	Autumn 2024
	Quantity of information overwhelming	Audit information going to parents and carers	Headteacher, office staff and SLT	Consider all information that goes out	Parents and carers receive relevant information and don't feel overwhelmed by the quantity of information	Autumn 2024

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and Headteacher. The next scheduled review date for this plan is Autumn 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.