



## Thurlbear CE VA Primary School- Accessibility Policy & Plan 2023 - 2024

**Rationale:** This plan demonstrates how Thurlbear Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability:** Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

**Contextual Information:** Thurlbear CE Primary school is a large Primary School with 210 pupils currently on roll and 7 classes. Early Years and Year 3 are within the old school building offering large, bright spacious classrooms. This section of the school has wheelchair access from the playground entrance and an Accessible toilet on the ground floor. The school office, head teacher's office and staffroom are all accessible within this building.

Year 1 and 2 are currently in the Elliot building which are accessible from the main playground. Year 4, 5 and 6 are in the newest building with bright, large classrooms all accessible by wheelchair. This building also has an Accessible toilet. The main hall used for assemblies, lunchtime and P.E is also situated in this building.

We have a large car park with a Disabled Parking Bay. The footpaths around the school site are wide and make access to the school site very easy. We also have purpose-built railings to support accessibility from years 1 and 2. These railings continue past 'The Den' and down to the field. Railings are also present from the main double doors of the hall out towards the field.

At present, we have no wheelchair dependent pupils, parents or members of staff.

### **Aims:**

- Improving access for disabled pupils to the wider school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs and school trips.
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information available to pupils, parents, staff and visitors)

**Increasing Access for Disabled pupils to the school curriculum:** Improving teaching and learning lies at the heart of the schools work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every child's needs within mixed ability inclusive classes.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum to ensure all children are included.	Staff training needs on curriculum access.	On going as needed.	SENDCo/ Subject leads	Raised staff confidence in strategies for differentiation and increased pupil participation.
All educational trips to be accessible to all.	Provide guidance for staff on making trips accessible.	As required	SENDCo/ SLT	All pupils in school able to access all educational trips and take part in a range of activities.
Use ICT software to support learning.	Make sure software is installed where needed.	As required	SENDCo/ ICT Co-ordinator / SLT	Wider use of ICT SEN resources within classroom.

Access Arrangements are put in place when pupils sit Statutory Standardised Tests (SATs).	Printing test papers on coloured paper, and ordering enlarged print versions of test papers	As required	Year 6 Teacher	Children perform to the best of their ability in SATs assessments.
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**Improving the access to the physical environment of the school:** We have a range of equipment and resources available for day to day use. We keep resource provision under constant review.

<u>Target</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To ensure hearing equipment is monitored and maintained.	Support and guidance from hearing impairment team with strategies for within the classroom and use of equipment and maintenance of equipment.	Ongoing	SENDCO /SLT	Pupils have access to the equipment that is well maintained and teachers are given strategies to support pupils with hearing impairments so progress is achieved.
To ensure all fire escapes are suitable for all.	To ensure there is a planned route for individuals as needed	Ongoing	Head teacher/ SENDCo	All disabled pupils, staff and visitors able to have safe exit points.

	and staff are aware of what they are.			
Ensure disabled pupils can be safely evacuated.	Update Personal Emergency Evacuation Plan ( PEEP) for all pupils with difficulties.	As required	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire.
The school is aware of the access needs of disabled pupils, staff, governors, parent/ carers and visitors.	<p>To create access plans for disabled pupils as part of the APDR process as required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Ensure access needs are considered during recruitment.</p>	<p>As required</p> <p>Induction and as needed.</p> <p>Recruitment process.</p>	<p>SENDCo</p> <p>Head teacher</p> <p>Head teacher/ JM</p>	<p>Pupil passports and APDR in place for all disabled pupils and staff aware of needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p>

**Improving the delivery of written information to disabled pupils, parents and staff :** This includes planning to make written information that is normally provided by the school accessible to **all**. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils, parents preferred formats and be made within a reasonable timeframe.

<u>Targets</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Review information to parents/carers to ensure it is accessible	School office will support and help parents to access information and complete school forms.	On- going	School Office/ JM	All parents receive information in a form that they can access.
Information for pupils and parents to be in child friendly/ easily understood as possible.	Develop child friendly IEP review formats and parent friendly Annual review paperwork.	On-going	SENDCO	Staff involving pupils in the APDR and Annual Review process, developing the pupil voice.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are available for staff in the staffroom and in the medical folder in the main office. Information regarding these children is passed on to lunchtime supervisors and supply or visiting teachers.

Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments. Copies of care plans are included as part of the trip/visit documentation.

**Policy Start Date: November 2023**

**Policy Review Date: September 2026**