



Thackley Primary School

Accessibility Plan

Last updated: 26th March 2024

Ratified:

Aims of the Accessibility Plan

This plan outlines how Thackley 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 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 must 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils.

The accessibility audit

1.1. The governing board will undertake an annual Accessibility Audit every two years.

1.2. 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.

1.3. 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

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

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Signed by:

Headteacher: _____ Date: _____

Chair of Governors: _____ Date: _____

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 number of staff trained in how to manage diabetes to enable diabetic children to have safe access to the curriculum including PE, after school clubs educational visits and residentials. - 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 	<p>All staff</p> <p>Sara Horner</p> <p>Class teachers & SENDCO</p>	<p>Ongoing</p> <p>Annually</p> <p>Termly</p>
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. These are 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. 	<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 - 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. 	<p>HT</p> <p>All staff & Site Manager</p> <p>Site Manager</p> <p>HT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>When required</p> <p>April budget</p>

	<ul style="list-style-type: none"> - 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 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 - 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 a range of visual, audio and kinaesthetic approaches to engage pupils in their learning 	<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 to ensure resources and Working Walls are supporting learning - Regular monitoring by SLT to ensure appropriate teaching styles are used to engage learners 	SLT SLT SLT	Ongoing (See Monitoring Calendar)