



ACCESSIBILITY PLAN - 2012 to 2016

Thornford (VA) CE Primary School

This document is based on current legislation and the requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Thornford Church School's Accessibility Plan has been formulated on the basis of information supplied by the Local Authority, and in conjunction with pupils, parents, the staff and governors of the school, and the Diocese, and will be consulted when other school planning documents are being written. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10, regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability, and to developing a culture of inclusion, support and awareness within the school.
4. Thornford Church School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (If a school fails to do this, it is in breach of duties under the Equalities Act 2010); this covers teaching and learning, and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment** that may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising the staff and governors' awareness of equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives
 - Single Equality Policy
 - Staff Handbook
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs & Disabilities Policy
 - Anti-bullying (including Behaviour) Policy
 - School Development Plan
 - Asset Management Plan / Suitability Survey
 - School Prospectus and Mission Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority, subsequently updated by the school, and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period with a view to formulating a new Accessibility Plan for the next period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Governor Premises Committee.
14. The school will work in partnership with the Local Authority and, where appropriate, the Diocesan Authority, in developing and implementing this Accessibility Plan, and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved: May 2012

DATE Written March 2012

Review date Spring Term 2016 *or as appropriate via LA advice*

Accessibility Plans / updated Feb 2012



Thornford (VA) CE Primary School Accessibility Plan - 2012 to 2016: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs as regards accessing the curriculum Give monitoring details	As appropriate	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers (e.g. Art Club) that comply with all current and future legislative requirements Give monitoring details	As appropriate	Increased access to all school activities such as trips, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	ASAP - By the end of the Summer Term 2012	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access	By the end of the Autumn Term 2012	Society will benefit from a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Each term using school's 'Provision Mapping' of individual pupils	All pupils are supported to achieve their full potential

Thornford (VA) CE Primary School Accessibility Plan - 2012 to 2016: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan and Health & Safety Audits. The plan considers the essential work necessary to ensure that reasonable adjustments are made to the fabric of the building to accommodate accessibility issues. In some cases Health & Safety issues necessitate prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Approach to school	Drop kerbs, traffic calming and pedestrian crossings	Link to Travel Plan for school	N/a	
Outside areas	<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Car parking - Disabled space required ◦ Paving - make sure each area has disabled / wheel chair access ◦ External lighting ◦ Delivery vehicles / kitchen area - we have an ad hoc system for delivery drivers in compliance with H & S issues 	<ul style="list-style-type: none"> ◦ Review Pedestrian access and consider railing to separate traffic from pedestrians, e.g. car park ◦ Increase number of Accessible Parking Bays in accordance with Part M standards ◦ 1) Review levels, gradients, cambers and gullies in proximity to all pathways 2) Any step areas to have a ramp option ◦ Ensure lighting to Car Park and Accessibility Bays is operational, adequate, and considers pollution and local issues ◦ Link with H&S work to ensure safe and appropriate pedestrian access to delivery area (separation of vehicle and pedestrian routes). 	<ul style="list-style-type: none"> Autumn Term 2012 Autumn Term 2012 Already completed Already completed Already completed 	<ul style="list-style-type: none"> N n/a £ £100
All areas	<ul style="list-style-type: none"> ◦ Signage - <i>H & S compliant</i> ◦ Contrasting colours of door furniture to aid visibility - <i>If required</i> ◦ Where possible to widen doors - ◦ Introduce visibility panels to doors where required ◦ Improve classroom furniture layouts to increase access 	<ul style="list-style-type: none"> ◦ Consider locating colour and tactile signs as funding allows ◦ Replace and upgrade on rolling programme as funding allows ◦ All doors can already be accessed by wheelchairs ◦ Assess annually depending upon classroom use ◦ Staff to be aware of mobility and H&S issues ◦ Lower security key pads to enable use by all as 	<ul style="list-style-type: none"> As appropriate / funding allows 	<ul style="list-style-type: none"> £500 per door most doors are fire doors Lowering security pad £1 000 +

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
	<ul style="list-style-type: none"> ◦ Security access ◦ Fixed hoists 	<p>funding allows</p> <ul style="list-style-type: none"> ◦ Clear areas so that hoists can be used without obstruction (no hoists are required at present) 		
Main Entrance / Offices	<ul style="list-style-type: none"> ◦ Main entrance and foyer ◦ Audibility ◦ Weather shelter 	<p>All doors & areas suitable for wheelchair access</p> <p>Consider installation of a loop hearing system for the counter as funding / needs requires</p> <p>As required / funding available</p>	As appropriate	
Corridor to Main Hall	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired ◦ Make sure Disabled WC is clear for appropriate use 	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately</p> <p>Remove obstacles around signed emergency routes</p> <p>Fire signage improved as part of Annual Fire Risk Assessment</p> <p>Ask staff to avoid 'clutter' within this area</p>	March 2012	
Communal Areas - Hall / Art & Craft Area / Cloakrooms / Toilets / ICT Suite	<ul style="list-style-type: none"> ◦ Make sure these areas are free from 'clutter' for ease of access ◦ Multi-media area ◦ Fire Safety & Signage 	<p>Clear obstacles and inappropriate storage</p> <p>Improve acoustics as required and funding allows</p> <p>Part of the Annual Fire Safety Risk Assessment - monitor that all these areas have appropriate signage & staff are trained to support ALL occupants</p>	<p>ASAP & ongoing</p> <p>March 2012 & annually</p>	
Classrooms - Acorn / Beech / Elm & Oak	<ul style="list-style-type: none"> ◦ Fire Safety - as above ◦ Removal of clutter from 'free flow of room' - as above 	As above	ASAP & ongoing	

Thornford (VA) CE Primary School Accessibility Plan - 2012 to 2016: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes, such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	As required / requested	Improved delivery of information to disabled pupils and parents
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote availability in different formats for those that require it	All school information available to everyone through hard copy and website	As required / requested	Improved delivery of school information to parents and the local community
Review documentation with a view to ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customised materials.	All school information available to everyone	As required / requested	Improved delivery of school information to pupils & parents with visual difficulties
Make adults working at and for the school more aware of the importance of using a range of communication systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required	Awareness of target group raised	Each Autumn Term – with Performance Management	School is more effective in meeting the needs of pupils.