



ACCESSIBILITY PLAN - 2024 to 2028 **DRAFT**

Thornford CE Primary School

Thornford School is an inclusive school with high expectations for everyone. We aim to treat all pupils fairly and with respect, involving providing access and opportunities for all pupils without discrimination. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels they belong and are valued.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act defines an individual as disabled *if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.*

Definition of special educational needs In this policy, refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our SEND Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website. The Accessibility Plan should be read in conjunction with the following school policies:



- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School development plan
- Equalities
- Health and Safety
- Administering medicine policy

1. Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum					
Target	Issue Lead	Strategy/Action	Resources	Timescale	Success Criteria
To increase the extent to which disabled pupils can participate in the school curriculum.	SENDco	Ensure SEND register reflects current pupils being supported. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clear. Meet with parents of children whose care plans/documentation needs updating	Register and paperwork for individuals. LSPs Care plans	Summer '24	SEND register/LSPs Care plans up to date
Effective communication and engagement of parents	SLT SENDco	Introductory meetings in the autumn term with teachers and SENDCo (if needed), followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs	Up-to-date LSPs and EHCPs	ongoing	Increased parental engagement
Effective communications with nurseries and pre schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to/ different provision for the September intake. SENDCo to attend Local SEND meetings with other local SENDCOs.	Teacher/SENDCo time	ongoing	Transition for children from Nurseries and pre schools is smooth
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDco SLT	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	Staff meeting -TA training SENDCo/Teachers time -External agency training	1 year	Staff confidence in adapting curriculum is improved. Children's participation in the curriculum is more effective.
Use appropriate assessment tools and activities for children working pre-key stage	SENDco	Ensure staff are familiar with professionals' suggestions for adaptations of the curriculum. SENDCo to attend SEND meetings and share ideas	SENDco/Teachers time - External agency support -	ongoing	Children working prekey stage will have access to curriculum in tailored way/



					consistent approaches for assessment
To ensure that the medical needs of all pupils are met fully within the capability of the school	SLT/SENDco	To conduct parent interviews. To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Staff meeting TA training	ongoing	All advice acted upon. All pupils' needs are met and are able to access the curriculum
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties; Sloping boards for children with physical disabilities; Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg visual timetable, writing with symbols, wobble cushions etc Purchase Widgit to make resources	Audit of equipment and needs - Staff training - Cost of resources	1yr and ongoing	SEND children have appropriate resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	SLT/SENDco	Track intervention success on Insight. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Track intervention success on Insight Strategically. staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	1 yr	Progress and attainment of all children is outstanding
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Books	1 yr	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources
Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated					



services					
Target	lead	strategy	resources	Timescale	Success criteria
Evaluate day and residential trips in light of current cohort	SLT Trip leader (SENDco – maybe)	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	Risk Assessments Time for pre visit if required	ongoing	All SEND are able to access all trips during their time at Albion
Ensure all children feel safe and involved at playtimes	SLT	Playground leaders /LTSAs to encourage children to join in games and report if children are not involved at playtimes at staffmeetings	Training for playground leaders and LTSAs. Ad hoc Buddy system for new children	ongoing	Children feel safe in school
Maintain safe access round the interior and exterior of the school	SLT and site manager	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	Premise meeting minutes Premise walk	ongoing	There is safe access throughout the school No accidents or near misses on site
Ensure access for all SEND children at After school clubs - reasonable adjustments are made to enable participation	SLT	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	Registers of clubs and extended day -risk assessments	ongoing	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required
Improve access and delivery of written information					
To make effective use of the ELSA room and new hall	SLT SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Admin Officer	ongoing	All parents will be able to be aware of what is happening at school via the website
Ensure written materials are available in alternative formats	SLT/Admin officer SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can	Google translate Office time SLT time	ongoing	Parents able to access all information



		access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.			
Improve use of pictorial communication systems (Widgit) (Aids communication for those who find reading text difficult) As needed.	Deputy Head Office staff SENDCo	Purchase Widgit (as needed) to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories).SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	Training Time for meetings	Autumn term 2024 and on-going.	All school staff aware of disabilities of children in their classes