


THORNBOROUGH INFANT SCHOOL



Accessibility Plan

Signed: 
Mrs O. Quirke
Headteacher

Signed: 
Mr P. Luce
Chair of Governors

Reviewed: September 2022
To be reviewed by: September 2024

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Thornborough Infant School we are committed to ensuring equality of opportunity and provision for all pupils, staff, parents and careers irrespective of race, gender, disability, religion or belief, sexual orientation, pregnancy and maternity, age, or gender reassignment.

Our Equality Objectives for 2021-2023

- Listening to pupils, staff, parents and others
- Promoting equality and celebrating diversity
- Developing the Curriculum
- Addressing the full range of learning needs

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including our community, pupils, parents, staff, governors, volunteers and Buckinghamshire Council.

Legislation and guidance

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 2010 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.

Under the [Special Educational Needs and Disability \(SEND\) 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.

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.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To update our Curriculum resources of people with disabilities; to make them more visual and embedded into our learning environment.</p> <p>Provide training for teaching and support staff in the early identification of children with specific needs</p>	<p>Staff to source resources</p> <p>Source training according to need</p>	<p>OQ</p> <p>OQ/SENCo</p>	<p>July 2023</p> <p>On-going, according to need</p>	<p>Images; awareness understanding and empathy of people with disabilities embedded into our pupil's mindset.</p> <p>Children with specific needs are quickly identified and supported.</p>

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>One level to access both classrooms.</p> <p>Disabled toilet updated and made more accessible.</p> <p>More than one way onto school site</p>	<p>To improve accessibility onto site</p> <p>Provide hand rails for pupils' toilet</p>	<p>To buy portable ramps for our steps</p> <p>Equip the pupil's toilets with hand rails</p>	<p>OQ</p> <p>OQ</p>	<p>July 2023</p> <p>According to need</p>	<p>People with disabilities who need to access the school will do so with improved provision.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Visual timetable</p> <p>Coloured overlays for pupils with dyslexia</p> <p>Electronic communication to parents</p>	<p>Make available written material in alternative formats</p>	<p>Use the services of the LA</p>	<p>OQ/SENCo</p>	<p>According to need</p>	<p>Delivery of school information to parents and our community will be improved.</p>

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Specific training and understanding for children with a visual impairment, for example colour blindness.					

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher, in conversation with the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy