

# Accessibility Policy and Plan



September 2023

Headteacher: *Mrs E Anderson*

Chair of Governors: *Mrs A Clayton*

Thorpe Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## Thorpe Primary school Accessibility Policy and Plan

### PART 1 POLICY

The Planning Duty under the Equality Act 2010 schools means that all should have an individual Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment (more than a year), and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.

Peterborough Keys Academies Trust (PKAT) schools are dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

Thorpe School’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

### Aims and Objectives

Our Aims are to:

- increase access to the curriculum for pupils with a disability.
- improve and maintain access to the physical environment and take advantage of education associated services.
- improve the delivery of written information to pupils.

The school’s objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- SEND Information Report
- Trust SEND Policy
- Peterborough City Council Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies

This plan will also be used to advise and inform future planning documents and policies.

## Physical Environment

The school has:

- A physical environment is nearly fully accessible for all uses and has good wheelchair access both indoors and outdoors.
- Exit doors are on the same level as the floor to ensure that wheelchair users can exit the building safely.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- The building is all on one level.
- There are 2 accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
- Accessible toilets have handrails, an emergency pull cord and easy use taps.
- There is a changing table.
- Classrooms have fire exits which can be used for all pupils.
- Classrooms can have a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

## Curriculum

- With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people and follow school policies and procedures to ensure that these are all dealt with effectively.
- Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include writing slopes, different chairs/seats, use of laptops etc.

## Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

## Current Activities

- Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.

- School use outside agencies, including Health Professionals and Educational Psychology Services.
- The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- Schools have systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- ELSA.
- Forest School.
- Access to alternation provision.

The school also works closely with specialist services including:

- STEPS (Specialist Teachers and Educational Psychology Services).
- ASD Specialist & Advisory Teacher.
- Educational Psychology Service.
- Sensory support for children with visual or hearing needs.
- Parent Partnership Service.
- SALT (Speech and Language Therapy).
- LAC (Looked After Children).
- Family Intervention Worker to support families.

Health Provision delivered in school:

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse.
- Occupational Therapy – Lighthouse Team.
- Physiotherapy – Lighthouse Team.
- Community Paediatrician (Dr. Mehta).
- CAMHs (Child and Adult Mental Health).

The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment.
- Physical disability.
- Visual impairment.
- Specific medical conditions including asthma, eczema, diabetes, Maple Syrup Urine Disease.
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia.
- Autism.
- Speech, language and communication needs (SALT).
- Profound and multiple difficulties including specific genetic disorders.

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

## Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people educated within the Trust.

## PART 2 SCHOOL ACCESSIBILITY PLAN

This plan is designed to improve accessibility using three areas of focus:

1. Quality of Education (access to the curriculum)
2. Improving access to the physical environment
3. Improving the availability of accessible information for disabled students.

It should be read in conjunction with the School Accessibility Plan, Trust Equality Policy and the Trust SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Ensure language-rich environment for increasing number of non / pre-verbal students.	Staff training on continuous talking. EYFS baselines to lead to referrals to SENCO for APDR pathway where appropriate. Daily story-time for all students. Alternative ways of communicating, for example PECs and Communication in Print tried and evaluated with students.	SENCO with support from Director of SEND.	On-going, TBC / within curriculum area capitation.
Improve SEND systems and processes at all levels of the school.	Provision map tool. Trust SEND policy. School template for SEND Information Report. Embed Trust codes and ensure MIS are updated and census returns are accurate. Monitoring of APDR. Collaborative Trust work on a single graduated approach to ensure high-quality transition between PKAT schools.	SENCO with support from Director of SEND.	December 2023, time cost.
Staff training on effective use of TA / extra adults.	Strategic deployment of support staff/intervention staff. Trust SEND coding used to create a training plan for each academic year.	SENCO with support from Director of SEND.	On-going.
Ensure a robust induction and training programme for new staff at any career stage.	All staff trained in ADHD and ASC- actions in place where needed. Risk management plans shared with new staff. APDR training for new staff. SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local Hubs.	SENCO with support from Headteacher.	January 2024.

	Online resources for CPD shared with staff.		
Use and embed Trust lessons-learned protocol for students who are physical with staff.	Trust Lessons Learn protocol shared with school leaders. Protocol used to carefully review incidents and reduce future risk. Follow-up with parents / carers ensures clear lines of communication after an event.	Leadership teams.	September 2023 and on-going.
Review staffing and curriculum offer to ensure students with complex needs access high-quality, appropriate learning opportunities.	Adaptations to the curriculum to meet the needs of individual learners. Risk assessments for trips and AP will be undertaken where appropriate Providers will comply with all legal requirements. Epipen training. Intimate care protocol completed by JHS Hub and shared across the Trust. Staff trained in using the protocol. Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Headteachers, SENCOs, Trust Executive Team	September 2024.
Work with Director of SEND to identify appropriate / alternative curriculum opportunities for students with complex needs.	Review intent, implementation, impact of small-group provisions. Link to APDR. Identify the addition offer needed and advise the Director of SEND. Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills. Programme Use of access arrangements for assessment/National tests	SENCO with support from Director of SEND.	September 2024

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Ensure unstructured time is accessible or appropriate for all students.	On-going review of lunchtime clubs. New benching for socialising at breaktimes. Playground buddy programme / friendship benches, etc.	Leadership with SENDCO	TBC.
Establish a school disability focus group to provide regular feedback on how the setting can continually	Meeting with group x3 a year. SENDCO to report back on actions to SLT within one week of the meeting so student voice can be actioned / responded to.	SENDCO.	TBC.

adapt for increasing needs.			
Two Health and Safety walkarounds completed with link academy committee member annually.	Actions to be recorded and costed. Accessibility plan updated in response. Ensure that pathways are kept clear of vegetation	Headteacher / site.	Review after each walkaround.
Classrooms, corridors and displays organised to ensure minimal visual distress.	Regular walk-throughs and spot-checks of communal areas. Staff allocated time to tidy / clear on training days.	Headteacher / Leadership.	On-going, NA.
Maintenance of lifts, hoists, etc	Maintain wheelchair accessible toilets with clinical waste bins.	Site.	On-going, NA.
Ensure all disabled pupils can be safely evacuated.	Personal Emergency Evacuation plans in place for disabled pupils.	Leadership.	On-going, NA.
Ensure there are accessible, clearly defined parking spaces at the school.	Ensure parking spaces are checked during three site walkarounds.	Headteacher / Site.	On-going, NA.

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
HI inclusion	Ensure hearing loops are installed. Train staff in supporting students with HI needs. Daily maintenance and use of radio aids when required. Alarm linked to fire alarms.	SENDSCO	On-going, budget set by school.
Effective use of resources & specialised equipment	Strategic deployment of support staff/intervention teacher. Use of ICT, eg: Clicker & voice activated text. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed from the LA Specialist Teacher offer.	SENDSCO	On-going, budget set by school.
VI inclusion	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed. Use of magnifier where appropriate. Ensure large, clear font used in documentation.	SENDSCO / Site / all staff.	On-going, budget set by school.

Availability of written material in alternative formats	Newsletter emailed to parent/carers. Key content published on school website. Provide translated documents where appropriate.	Admin Team	On-going, NA.
---	---	------------	---------------