



Thythorn Field
Primary School

Accessibility Policy

Adopted By School: August 2022

Review Date: August 2025

Governor Signature: 

THYTHORN FIELD PRIMARY SCHOOL

ACCESSIBILITY POLICY

1. 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.

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.

A successful partnership with the LA property department and use of Devolved Capital funding has resulted in a programme of refurbishment both internally and externally of Thythorn Field School. This has led to improvements to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and service provided.

Partnerships with Wigston Academy and Thythorn Field Primary School are frank and honest. There are planned transition visits for pupils and parents' so children's welfare and needs are well catered for from primary to secondary education.

Children entering Early Years are encouraged to visit the school for planned opportunities through invitations and formal meetings. The EYFS staff also visit pre-schools and families in their homes to gain a deeper insight into individual pupil needs. Additional visits for SEND pupils are also encouraged and advised.

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, pupils, parents, staff and governors of the school.

2. 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.

Reasonable adjustments are made to accommodate individual needs at Thythorn Field Primary School. Examples of these include granting parents' permission to park in the staff car park, collecting their child earlier to avoid crowds and phased returns. The school will also accommodate multi agency meetings to discuss an individual's return to school. There will be regular reviews of risk assessments. There is 1:1 support provided for the children visiting off site locations. All staff are proactive in taking on board advice to improve these main areas. Children with phased returns have an individual risk assessment undertaken with the Head Teacher, SENDCo, Local Authority Health & Safety team and any medical professionals involved in the treatment of that individual.

3. Current Good Practice

Increase access to the curriculum for pupils with a disability:

Our school offers a differentiated curriculum for all pupils.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

Teachers and Support Staff are effectively deployed.

Effective transition visits for pupils/staff coming to Thythorn and leaving Thythorn ensures pupils/parents voice is heard and needs and concerns are fully catered for.

Improve and maintain access to the physical environment

The environment is adapted to the needs of pupils as required.

This includes:

- External ramps
- Corridors kept clear and open plan layout allows greater flexibility if physical equipment such as wheelchairs/walking frames are needed.
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

Improve the delivery of information to pupils with a disability

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Large print resources
- A rated ceiling tiles and new carpet/underlay have improved KS2 teaching areas for acoustics
- Blinds
- Visual timetables are used in all classes

4. 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 Governing body.

5. 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

Thythorn Field Primary School		Accessibility Plan		August 2022-August 25	
Areas for improvement	Actions to Take	Resources	Responsibility	Timescales	Monitoring
Access to and participation within the curriculum					
Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum					
To establish clear communication with families and health providers to ensure support for needs for pupils with long term health conditions including epilepsy, asthma and mobility issues is clear.	Liaise with health care providers over individual health care plans. Liaise with parents, including through questionnaires/meetings to ensure health needs are understood	Time for Head Teacher, SENDCo, Staff and Governors to liaise with health care providers and families	Head Teacher, SENDCo, staff with first aid responsibility	Ongoing	Head Teacher, SENDCo: monitored through staff and pupil views Jan 24 Asthma cards introduced Researching Epilepsy cards
To continue to ensure full access to the curriculum for children with a wide range of needs.	Support inclusive practice and disability friendly practice – including with stakeholders and a wide range of outside agency expertise. Use of and employment of specialised advisory teachers e.g Counselling services, Autism Outreach, Dyslexia specialist. Initiatives to continue to ensure and monitor differentiated curriculum e.g planning, book scrutinies and learning walks. Make more use of specific equipment including for Physical support, visual stress etc. Interviews with pupils	Relate Counsellor Partners in Psychology –private EP Training for staff in specific areas of SEND	Head Teacher, SENDCo, Class teachers and support staff	Ongoing	Head Teacher: monitored through staff/pupil, parents views. Audit tools for ASD/Dyslexia friendly practice. Pupil progress monitoring, teacher assessment, formal assessment, ISP target monitoring. Jan 24 Working with Birkett House Outreach Team to support child with physical needs who has joined Year 1. Awaiting input from OT and Physio

<p>To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities</p>	<p>Develop guidance for staff on making trips and visits accessible to all. Ensure new venues are vetted for appropriateness. Gather information on accessibility, PE and disability sports.</p> <p>Continue to monitor attendance of pupils with SEND at after school clubs.</p> <p>Ensure Sports Coaches are aware of pupils with additional needs.</p>	<p>Cost of PE activities and events. Use of Sports Premium funding</p>	<p>Head Teacher, SENDCo, residential and visits co-ordinator, PE Lead</p>	<p>Ongoing</p>	<p>Head Teacher, PE Audit of PE provision by PE Lead Audit of club attendance.SENDCo</p> <p>Jan 24</p> <p>Additional adults, adjustments made to ensure all pupils attend trips eg, Aylemerton Residential</p>
<p>To continue to refine the review of the attainment of all SEND pupils and pupils with disabilities</p>	<p>Teachers to use data around vulnerable groups as part of pupil progress meetings. Regular liaison with parents and pupil-centred review meetings. Continues development of the use of assessment systems to track vulnerable groups. ISP, class and personal targets to have robust review procedures</p>	<p>Time to meet class teachers and SLT</p> <p>Provision Mapping</p>	<p>Head Teacher, SENCo, class teachers</p>	<p>Ongoing</p>	<p>Head Teacher/SENDCo: monitored through pupil progress meetings and tracking of progress</p> <p>Jan 24</p> <p>Updated small steps trackers for Maths and Writing, more regular assessments carried out for pupils with SEND in Reading</p>
<p>To promote the involvement of disabled students in classroom discussions/activities</p>	<p>Within the curriculum to aim to provide full access to all aspects of the curriculum by providing (where appropriate) wheelchair access as needed. Screen magnifier software/filters and backgrounds/text to speech software etc as needed. Giving alternatives to enable disabled pupils to participate successfully in lessons. Creating positive images of disability within the school so</p>	<p>ICT resources as needed</p>	<p>Head Teacher, SENo, PSHE co-ordinator and ICT co-ordinator</p>	<p>Ongoing</p>	<p>Head Teacher/SENDCo: monitored through provision mapping, pupils views</p> <p>Jan 24</p> <p>School Council, Eco council fair representation</p> <p>Focus weeks/Days - dyslexia, ASD,</p> <p>Individuals doing class</p>

	that pupils grow into adults who have some understanding of the needs of disabled pupils				presentations about their needs
To continue to promote family and pupil centered approaches	<p>Person-centred approaches to Annual Reviews of EHCPs</p> <p>To seek the advice of the Specialist Teaching Services about strategies and resources which can be used to maximise the presence, participation and achievement of all pupils, including those with disabilities in schools.</p> <p>To increase parental awareness of the Local Authority's SEND information, Advice and Support Service (SENDIASS) to help engage with parents and carers of pupils with disabilities, particularly services at EHC plan stage and to inform and develop good practice within our setting.</p> <p>SEND area of school website – update with important contacts and sources of support for parents.</p>	<p>SENDIASS service for parents</p> <p>School website provider</p>	Head Teacher / SENDCo	Ongoing	<p>Head Teacher / SENDCo: monitored through parent and pupil views, records of annual reviews</p> <p>Jan 24</p> <p>Appointment of school's Family Support Worker/Attendance</p> <p>SENDCo refers parents to SENDIASS</p> <p>SEND website updated with contacts</p> <p>Information also shared via email, text or on newsletter</p>
Establish a mechanism for surveying the views of disabled learners in the school	<p>SENCo to meet with children – surveys on learning</p> <p>Pupil Profiles</p>	<p>Pupil surveys</p> <p>SEND Inclusion Leaders</p> <p>Provision Mapping</p>	Head teacher / SENCo	Summer 2022	<p>Head Teacher</p> <p>SENDCo</p> <p>Jan 24 To do</p>
To set up systems to involve disabled people in accessibility review	Establish a consultation group with representation from disabled people and parents of	Meeting space	Head Teacher / SENDCo	Summer 2020	<p>Governors</p> <p>Jan 24 To do</p>

	children with special needs.				
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Access to the physical environment					
Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services					
Areas for improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
To improve disabled access to the car park and school.	Resurface carpark and paths into school. Create a designated disabled parking space at the front of the school. Replacement of doors to ensure wheelchair/ double buggy accessible.	Cost of resurfacing Cost to install parking space Cost to replace doors	Local Authority Governors Headteacher Premises Officer	By the end of 2022.	Yearly review of Accessibility Plan by Governors and HT/SENDCo Jan 24 To do
To ensure disabled toilet is fully accessible to all.	Fix emergency alarm pull cord-ensure can be accessed from the floor. Look at the positioning of the toilet to ensure can be accessed. Installation of grab rails. Clear out anything which is causing an obstruction or potential hazard. Redecorate to make it feel	Cost to fix/reposition cord Cost to reposition toilet (if needed) an install grab rails Cost to redecorate	Local Authority Governors Headteacher	By the end of 2022.	Yearly review of Accessibility Plan by Governors and HT/SENDCo Jan 24 To do – awaiting contact from County Hall

	more child-friendly.				
To ensure all areas of the school are clearly sign posted following completion of building works.	Signs for each area of the school. Map for children and adults which clearly shows which each part of the school is used for and where everything is.	Cost of signage Cost to produce map	Governors Headteacher	By the end of 2023.	Yearly review of Accessibility Plan by Governors and HT/SENDCo Jan 24 To do – use of Widgitonline
Ensuring a stimulating and appropriate environment in which all pupils with a disability are able to be involved.	Continue to ensure classrooms and accessible through sharing information and expectations. Work with individual teachers to support pupils with specific needs eg. Visual impairment. Ensure all resources are easily accessible. Seating plans reflect needs of pupils.	. Sloping boards, pencil grips, fidget tools. Resources for learning eg. Maths apparatus, letter strips	Head Teacher, SENDCo Class teachers	Ongoing	Head Teacher/ SENDCo/ Subject Leads: monitored though focused learning walks and pupil views Jan 24 Large scale investment in school environment – new walls and updated EYFS area – improved accessibility New furniture to improve access to resources Class Teachers adapt seating plans regularly Thythorn Essentials – what has to be included in learning environment.

<p>Ensuring disabled parents are not discriminated against and have every opportunity to be involved in school.</p>	<p>Include questions in the confidential pupil information questionnaire about parents/carers access needs.- update new starters form.</p> <p>Arrange interpreters from the RNID to communicate with deaf parents.</p> <p>Offer a telephone call to explain letters home for some parents who need this.</p> <p>Adopt a more proactive approach to identifying the access requirements of disabled parents.</p> <p>Map of site available.</p>	<p>Cost of adaptations / interpreters etc</p>	<p>Whole school team</p>	<p>Ongoing</p>	<p>Head Teacher, Governors: monitored through information returns, audits, parent views</p> <p>Jan 24</p> <p>Disabled parents included in all school events</p>
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Availability of accessible information					
Aim 3: To improve the delivery of information to disabled pupils and parents					
Areas for improvement	Actions to take	Resources	Responsibility	Timesales	Monitoring
<p>To enable improved access to written information for pupil, parents and visitors</p>	<p>Ensure all written information shared in a dyslexia/ visual stress-friendly format.</p> <p>Make it explicit on website/ prospectus that information is available in other formats on request – eg translated, audio version etc.</p> <p>Audit of information on website</p>	<p>Website</p> <p>Teeachers2Parents text messaging</p> <p>Welcome signs</p>	<p>Head Teacher / SENDCo</p>	<p>Spring 2020</p>	<p>SENDCo, monitor through parents views, pupil views and EHCP records of progress</p> <p>Jan 24</p> <p>Website regularly updated to share key</p>

	<p>and accessibility of information. Audit of format/fonts for newsletters and curriculum information etc.</p> <p>Information Report – written in parent-friendly language.</p> <p>SENCo – raising awareness of font size and page layouts to support pupils with visual impairments or visual stress/dyslexia. Talks from those with expertise in visual stress. Auditing signage around the school to ensure that is accessible to all.</p> <p>Review documentation on website to check accessibility for parents with English as an additional language: some welcome signs to be multi-lingual.</p> <p>Continue to promote the SENDIASS service which is designed to ensure that parents and carers of children with special educational needs (SEN) have access to information, advice and guidance on SEN matters to allow them to make informed decisions about their child’s education. Ensure office have knowledge of the availability of written material in alternative formats when specifically requested</p> <p>Text message/emails sent to communicate with parents.</p>				<p>information about curriculum etc</p> <p>Text messages to parents regularly sent</p> <p>Alternative formats for information available on request</p> <p>Welcome signs – to do</p> <p>Use of tinted paper for certain pupils</p>
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