



Thorndown Pre-School

Accessibility Plan

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

Approved at Learning & Development committee meeting on: 11th March 2021

Review Period: Every 3 years

Date for next review: Spring 2024

Accessibility Plan

We believe that this Accessibility Plan is compliant with current legislation and 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. The Thorndown Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school, and will advise other school planning documents. 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. This plan was updated in March 2021 to reflect the statutory requirements for the setting of Equality Objectives.
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, which 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. The Thorndown Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates 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 able-bodied pupils. (If a school fails to do this they are 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, which 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 the inclusion of physical aids to enable access to 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. Whole school training will recognise the need to continue to raise awareness of staff and governors regarding equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - . Curriculum Policy
 - . Health & Safety Policy (including off-site safety)
 - . Special Educational Needs Policy
 - . Positive Behaviour Policy
 - . Termly Operational Plans
 - . Asset Management Plan
 - . School Prospectus and Vision Statement

7. The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and 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 covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. 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.
9. The School brochure, prospectus, website will make reference to this Accessibility Plan.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Governors' Learning and Development Committee.

Appendix 1

Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>-Identify all barriers to learning, including EAL and other key disadvantages. -To use Pupil Premium Funding appropriately to ensure that disadvantaged pupils have opportunities to maximise their achievements.</p> <p>This plans runs alongside Pupil Premium Overviews as found on the website</p>	<p>Identify the disadvantaged pupils in our school. Ensure that all staff are aware of these pupils. Headteacher, with the support of all Team Leaders and SMT, to ensure that appropriate support is in place for these pupils and their progress is monitored half termly. Regular EAL pre-teaching and word recognition with HLTA. First language assessments used if necessary</p>	<p>Disadvantaged pupils make rapid progress and receive appropriate support for their learning and personal development. The gap should be narrowed between disadvantaged pupils and all others.</p>	<p>Ongoing monitoring of pupils' progress termly by Team leaders and SMT. Governors also monitor the impact carefully in meetings and during visits..</p>	<p>Monitoring shows clear use and impact of the Pupil Premium Funding and other interventions on pupils' attainment. EAL pupils have regular input by the HLTA to narrow the gap. EAL pupils have a safe environment in which to practise and extend their vocabulary and language skills.</p>
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>Training to identify specific learning difficulties and use appropriate teaching methods.</p>	<p>Staff attend training as appropriate to their role and pupils' are identified. External agencies involved where necessary.</p>	<p>Teachers/ support staff are familiar with the criteria for identifying specific needs and how best to support all children's ongoing needs</p>	<p>Ongoing</p>	<p>Children with specific learning difficulties are successfully included in all aspects of school life and make good progress.</p>
<p>Extra-curricular activities and residential trips are planned to maximise the accessibility for all children.</p>	<p>Review all out-of-school provision to ensure compliance with legislation. PP pupils to have access to a free high quality extra-curricular club every term.</p>	<p>All out-of-school activities will be conducted within an inclusive environment with providers who comply with all current and future legislative requirements</p>	<p>Ongoing, as new opportunities are added to the range of out-of-school activities offered.</p>	<p>Clubs/trips are well attended and there is a broad range of activities to select from. As many PP pupils as possible are taking part in extra-curricular activities and have improved self-esteem and personal development.</p>
<p>Ensure children with PLPs have clear targets that</p>	<p>Targets in place</p>	<p>Targets are up to date for children with an EHCP</p>	<p>Reviewed termly</p>	<p>Targets are in place to support</p>

are taken from EHCP				the needs of individual children
Review TA deployment	Ensure that TAs are appropriately trained and deployed to maximise pupils' access to the curriculum	Adult support is available during key times when individual children may need support i.e. lunchtimes, interventions,	Reviewed during SMT meetings, budget setting and structure planning for the new academic year.	Children who need individual adult support to participate in some activities have appropriate support to ensure good progress
To ensure pupils who are new to English progress as quickly as possible to ensure their learning can happen as quickly as possible.	New pupils are quickly assessed in their home language to decide on the next steps of their learning Staff training on language development HLTA working as often as possible with pupils with EAL criteria to develop their fluency and vocabulary.	Pupils are assessed and individual plans work to direct quick pupil, progress Staff have training are more aware of language development in pupils with EAL	Reviewed half termly by SMT, team leaders and EAL lead.	A range of pupils supports are in place to ensure EAL pupils can settle in the school life as quickly as possible. The HLTA has been effective to move on EAL pupils learning

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To ensure that all key school documents, such as the school prospectus, school newsletters and other information to parents, are available in different ways	Review all current school key documents and ensure that they are accessible on the website and on Facebook. Regular review of communication forms part of Parent Forum meetings	Statutory school information available to all. School information is published on the school website and updated regularly.	Ongoing due to monetary implementations	Parents and the local community are well informed.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Make key school documents available in a range of languages spoken in school.	Explore the addition of a translate button for the website	Key documents will be translated into a number of languages. Parents of children with English as an additional language are able to use the translate facilities on the website.	On going	Translation availability on the website, so that key documents can be translated if required
Make school uniform as affordable as possible to all families	Parents can use two online shops and a second hand stall in school to purchase a range of uniform agreed upon by the Parent Forum.	To have three ways of being able to purchase good quality school uniform.	On-going as we annually review the uniform with the parent Forum.	Uniform is worn by the majority of pupils on a regular basis.
Development of more consistent parent usage of electronic communication and become a paper free office.	Develop all forms of communication with help from Parent Forum. This could include twitter etc.	One stop shop website for parents where all information is readily accessible	On-going to make sure we are 99-100% paper free.	Payments and all parent communication to be available to parents as easily as possible. Payments are made more secure and reliable than by cash or cheque.