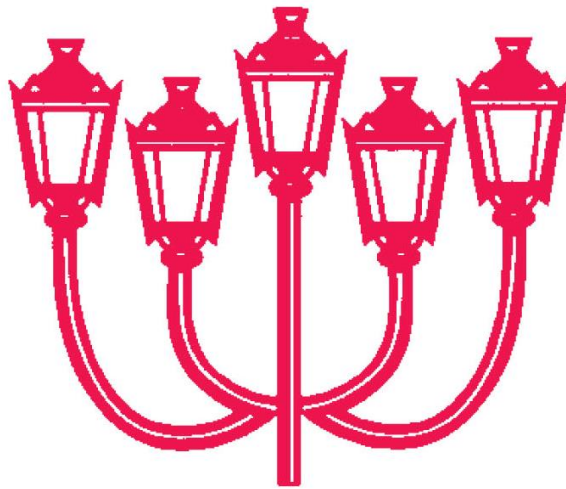


**Stockton-on-Tees Borough Council**

# **Thornaby CE Primary School**

## **Accessibility Plan**



**Mission Statement:**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

**We work together to enrich learning, enhance life, to build a future of hope for everyone.**

# 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. Many of our school aims, some of which are listed below are focused on the importance of this inclusivity.

- Educating the whole child - spiritual, moral, cultural, mental and physical - making each feel special
- Providing a broad, balanced, relevant, coherent, progressive, creative and differentiated curriculum, offering all pupils the widest range of stimulating educational opportunities to inspire and motivate
- Embracing other cultures with love and respect
- Upholding a safe and secure Christian environment, whilst celebrating the diverse nature of our community where all are nurtured and can flourish
- Nurturing self-respect, courtesy, good manners and a caring attitude towards other people, the local environment and the wider world.
- Ensuring equality of access and of opportunity for all.

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.

We work with Stockton-On-Tees Local Education Authority.

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 pupils, staff and Governors.

## 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.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<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 resources include examples of people with disabilities.</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</p>	<p>Ensure that all school trips/visits (including residential) are accessible for pupils with learning / physical disabilities</p> <p>Ensure that after school clubs are accessible for all pupils and are compliant with legislation.</p>	<p>Policy review</p> <p>Trips and activities pre planned with parents to ensure access</p> <p>Advance visits</p> <p>Risk Assessments for individual children where appropriate</p> <p>Ensure access is available for all pupils including those with physical or sensory disabilities</p>	<p>HT</p> <p>SENCO</p>	<p>ongoing</p>	<p>100% of children will access school trips and after school clubs</p>

	ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Automatic front entrance door</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	The school has recently been extended in two phases and fully meets all the requirements for the Equality Act 2010.				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Dyslexia friendly school</li> <li>• Marvellous ME</li> <li>• Pictorial or symbolic</li> </ul>	<p>Ensure all parents and pupils can access information</p> <p>Develop a stronger parent partnership through Pastoral Lead and PSA</p> <p>Written information to be provided in different formats if</p>	<p>Ensure newsletters accessible in different forms</p> <p>Provide range of opportunities for parents to access school and information about their child</p> <p>Assess individual needs of pupils and respond</p>	<p>HT</p> <p>Pastoral Lead</p> <p>PSA</p> <p>Teachers</p>	ongoing	Parents will be aware of the school curriculum and how they can support in a better way

	representations <ul style="list-style-type: none"><li>• TA with British sign language</li></ul>	necessary	appropriately to any extra resources/provision required			
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## **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 and disability (SEND) Policy
- Supporting pupils with medical conditions policy

