



Thurlbear CE VA Primary School- Accessibility Plan 2017

Rationale: This plan shows how Thurlbear Primary school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability: A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse affect on his/her ability to carry out normal day to day activities.

Contextual Information: Thurlbear CE Primary school is a large Primary School with 210 pupils currently on roll and 7 classes. Foundation Stage and Year 3 are within the old school building offering large, bright spacious classrooms. This section of the school has wheelchair access from the playground entrance and an Accessible toilet on the ground floor. The school office, head teachers office and staffroom are all accessible within this building.

Year 1 and 2 are currently in the Elliot building which are accessible from the main playground. Year 4, 5 and 6 are in the newest building with bright, large classrooms all accessible by a wheelchair. This building also has an Accessible toilet. The main hall used for assemblies, lunchtime and P.E is also situated in this building.

We have a large car park with a Disabled Parking Bay. The footpaths around the school site are wide and make access to the school site very easy.

At present, we have no wheelchair dependent pupils, parents or members of staff.

Aims:

- Improving access for disabled pupils to the wider school curriculum. (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs and school trips.
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information available to pupils, parents, staff and visitors)

Increasing Access for Disabled pupils to the school curriculum: Improving teaching and learning lies at the heart of the schools work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every child's needs within mixed ability inclusive classes.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Staff training needs on curriculum access.	On going as needed.	SENCo/ Subject leads	Raised staff confidence in strategies for differentiation and increased pupil participation.
All educational trips to be accessible to all.	Provide guidance for staff on making trips accessible.	As required	SENCo/ SLT	All pupils in school able to access all educational trips and take part in a range of activities.
Use ICT software to support learning.	Make sure software installed where needed.	As required	SENCo/ ICT Co-ordinator.	Wider use of ICT SEN resources within classroom.

Improving the access to the physical environment of the school: We have a range of equipment and resources available for day to day use. We keep resource provision under constant review.

<u>Target</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To ensure hearing equipment in classrooms to support hearing impaired is monitored and maintained.	Support and guidance from hearing impairment team with strategies for within the classroom and use of equipment and maintenance of equipment.	Ongoing	SENCO /SLT	Pupils have access to the equipment that is well maintained and teachers are given strategies to support pupils with hearing impairments so progress is achieved.
To ensure all fire escapes are suitable for all.	To ensure there is a planned route for individuals as needed and staff are aware of what they are.	Ongoing	Head teacher/ SENCo	All disabled pupils, staff and visitors able to have safe exit points.

<p>Ensure disabled pupils can be safely evacuated.</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p>	<p>As required</p>	<p>SENCo</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/ carers and visitors.</p>	<p>To create access plans for disabled pupils as part of IEP process as required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Ensure access needs are considered during recruitment.</p>	<p>As required</p> <p>Induction and as needed.</p> <p>Recruitment process.</p>	<p>SENCo</p> <p>Head teacher</p> <p>Head teacher/ JM</p>	<p>IEPs in place for all disabled Pupils and staff aware of needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
<p>Ensure access to reception area to all.</p>	<p>Improve access to reception area.</p>	<p>Consider door change to entrance during any re-design</p>	<p>Head teacher/ JM</p>	<p>Disabled visitors/ parents/carers feel welcome.</p>

Improving the delivery of written information to disabled pupils, parents and staff : This includes planning to make written information that is normally provided by the school accessible to **all**. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils, parents preferred formats and be made within a reasonable timeframe.

<u>Targets</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Review information to parents/carers to ensure its accessible	School office will support and help parents to access information and complete school forms.	On- going	School Office/ JM	All parents receive information in a form that they can access.
Information for pupils and parents to be in child friendly/ easily understood as possible.	Develop child friendly IEP review formats and parent friendly Annual review paperwork.	On-going	SENCO	Staff involving pupils in the IEP and Annual review process developing the pupil voice.