Accessibility Plan

Believe, Achieve, Celebrate

Reviewed December 2021 M. Miles

Thurnby Mead Primary Academy Accessibility Plan 2021

Thurnby Mead Primary Academy is a welcoming and delightfully happy Academy environment in which pupils thrive and want to do their best.

We want all children to enjoy our Academy, to be challenged to achieve their very best, and to consider their time at the Academy as their own 'learning adventure.' We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Thurnby Mead Primary Academy intends, over time, to increase the accessibility of our Academy 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 effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the Academy curriculum (this includes teaching and learning and the wider curriculum of the Academy such as participation in after-Academy clubs, leisure and cultural activities or Academy visits)

Improving access to the physical environment of academies (this includes improvements to the physical environment of the Academy and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the Academy to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Thurnby Mead Primary Academy is a two storey building and there are toilets for wheelchair users on the ground floor.

The main entrance to the Academy has ramp access and automatic doors and all internal areas on the ground floor of the Academy are accessible via the main entrance. The outdoor play areas adjacent to the Foundation classrooms are accessible for wheelchair users without a detour. The main Academy to playground is not accessible through a direct route and wheelchair users would have to access via the exit by Foundation stage.

There are presently no wheelchair users in Academy and should there be in the future, there is ample space for a temporary ramp to be installed and to comply with the 1:12 gradient as required by the recent Disability Discrimination Act. (DDA-1995).

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

Current Range of known disabilities:

The Academy has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment.

Increasing access for disabled pupils to the Academy curriculum

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 children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the Academy that all children are enabled to participate fully in the broader life of the Academy. Consequently, all children have always been permitted to attend age relevant after Academy clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached Academy rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required in staff meetings and on INSET days	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff have specific training on disability issues	Be aware of staff training needs Staff access to appropriate CPD Online learning modules if required	As required	SENCO	Individual needs are met
Ensure all staff are aware of disabled children's curriculum access	Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs and individual needs are met

Use ICT software to support learning	Make sure software installed where needed	As required	ICT Technician	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in Academy able to access all educational visits and take part in a range of activities. Detailed risk assessment in place
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into Academy	As required	PE Coordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the Academy

Thurnby Mead Primary Academy is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known,

e.g. if a wheel-chair user was to join the Academy.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The Academy's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The Academy is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parent and visitor access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers Consider access needs during recruitment process	As required	SENCO Principal Governor responsible for Health and Safety	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors and visitors feel confident their needs are met Parents have full access to all Academy activities Access issues do not influence recruitment and retention issues
Planning and costings for access to the first floor (either through a lift or stair lift)	To contact the LA and seek guidance on planning and costings for access to the first floor for disabled pupils, staff, governors, parent/carers and visitors	As required	SENCO Principal Governor responsible for Health and Safety	disabled pupils, staff, governors, parent/carers and visitors have full access to all Academy activities

Layout of Academy to allow access for all to all areas Taking into consideration access into the playground from the main Academy building	To contact the LA and seek guidance on planning and costings for access to the playground via ramps, for disabled pupils, staff, governors, parent/carers and visitors	As required	Principal/ Governors/ Site manager/ Academy Surveyor	disabled pupils, staff, governors, parent/carers and visitors have full access to all Academy activities
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in Academy grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	Principal SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility to IT equipment	Alternative equipment in place to ensure access to all hardware Liaise with Sensory Impairment Service on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required	IT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	SENCO	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of Academy can have wheelchair access	On-going and as required and	Site manager	All disabled staff, pupils and visitors able to have safe and

		as appropriate		independent exit

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the Academy to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about Academy events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The Academy will need to identify agencies and sources of such materials to be able to make the provision when required. The Academy's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English Academy office will support and help parents to access information and complete Academy forms Ensure website and all documents accessible via the Academy website can be accessed by the visually impaired.	During induction On-going Current	Academy Office	All parents receive information in a form that they can access All parents understand the principal lines of the Academy information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Information can be read by all
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff suitably trained to meet specific needs
Annual review information to be as	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred

accessible as possible				method of communications

Improving the communication of information to disabled pupils, staff, governors, parent/carers and visitors

Targets	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible and used in Academy Makaton sign language used by all and prominent in the DSP	Welcome signs to be multi-lingual Makaton signs and symbols used by DSP staff All staff trained in Makaton sign language	Current	Principal DSP Lead	All children with language or communication difficulties including EAL can communicate with all in Academy
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems or have EAL	Access to translators	As required	SENCO EAL teacher School Office	Pupils and/or parents feel supported and included and can communicate effectively
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the Academy website.	Current	SENCO Principal	All can access information about the Academy

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