



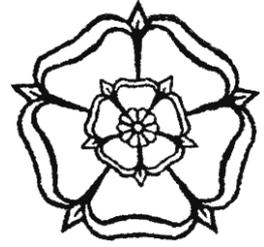
Thornton-in-Craven Community Primary and Nursery School

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Accessibility Policy/Plan

ACCESS POLICY STATEMENT

Thornton-in-Craven C.P. School recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when seeking to make use of the school and facilities. However, Thornton-in-Craven school also recognises the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at the school, and the physical environment. As part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, Thornton-in-Craven school will endeavour to ensure that disabled people receive the same standards of service as everyone else.

The school aims to:

- Communicate to all staff that our policy of educational services ensures the inclusion of disabled people.
- Consult with disabled pupils, parents, staff and disability organisations.
- Plan to make access improvements to enable disabled people to use its services and communicate their availability to both pupils and staff.
- Regularly review whether its provision is accessible to all, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible procedure whereby disabled people can make improvement suggestions and request assistance.

Purpose of the Plan

The purpose of this plan is to show how Thornton in Craven Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority 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.

The school aims to:

- increase the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Thornton in Craven Community Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school has two one-storey buildings and the modular classroom has disabled facilities and toilets.

Wheelchair access is available into both buildings and into and out of each of the classrooms. All areas of the school grounds are now accessible to wheelchair users, although access to the school field will need support of an adult.

Both buildings have a ramp and automatic opening doors. The modular classroom has disabled toilet facilities. All classrooms are of a reasonable size.

The new modular building is designed for wheelchair access and includes disabled toilet facilities.

Inside the school there is a ramp from class 1. Toilets, cloakrooms, classrooms dining room and offices are all accessible on the same level.

Classroom doorways are currently single and of standard width.

In the event of any building/improvement work becoming necessary, due consideration will be given to the need to further improve disabled facilities.

Arrangements will be made as necessary to accommodate staff and pupils and provide an equitable work/learning environment.

The Current Range of Disabilities within school

The school has children with a variety of special educational and medical needs though no children currently use wheelchairs or walking aids. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and taken on all visits off site.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Thornton in Craven Community Primary School
Accessibility Plan 2019-2022

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings or committee meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Physical Environment				
To ensure that all areas of the school buildings and grounds continue to be accessible for all children and adults and continue to improve access to the school's physical environment for all.	Implement as new building work is undertaken.	Modifications will be made to the school building to improve access when building work is undertaken.	On-going	

To ensure that our school is physically accessible to all members of the school community.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	The school will be more accessible.	On-going	
Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for TA's as needed.	TA's are able to enable all children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pens, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	
To meet the needs of individuals during statutory tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	

Reviewed Sept 2019

To be reviewed Sept 2022