

## ***THRIPLow Church of England Primary School Accessibility Plan 2022-24***

### **The Purpose of the Plan**

The plan shows how Thriplow Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. For the purposes of this policy, disability is defined in the same terms as the Equality Act 2010.

### **Contextual Information**

The main school building was built in 1870. In the 1960s a school Hall was built. The school is on 2 levels. Further expansion was done in 1999 to improve the entrance hall and offices, and a lift was added so all rooms are accessible.

At present we have no wheelchair dependent pupils, parents, governors or members of staff, but the school has the following features which make it suited to people with physical disabilities:

- Wheelchair access to main entrance,
- A lift to access the first floor
- Disabled toilets, one on the ground floor

### **Areas of planning responsibility**

1. Increasing access for disabled pupils to the school curriculum (This includes teaching and learning and the wider curriculum of the school such a participation in After school clubs, leisure and cultural activities or school visits).
2. Improving access to physical environment of school (This includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils. The information should take into account a pupil's disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **1. Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and 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 mostly mixed ability inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, and educational visits .

| Target  | Strategies   | Time Scale | Responsibility                                     | Success criteria  |
|---|--|------------|--|---|
| For all teaching staff (teachers and TAs) to be aware of needs of disabled pupils and to be able to adapt teaching accordingly. | CPD, both internal and external.<br>Class red files to be updated at least half termly with current information about individual pupils.   | Ongoing    | HT, Governor responsible for Special Needs, SENCo. | Staff, pupils and parents are confident that individual needs are taken into account. |
| For all pupils to have the opportunity to participate in extra curricular clubs and activities.                                 | All pupils to be encouraged to participate.<br>School budget used, either to adapt the clubs to suit individual need, or to ensure that no disabled pupil is excluded for financial reasons. | Ongoing    | HT, Governor, SENDCo, Finance Officer.             |   |

## **2. Improving the access to the physical environment of the school**

Provision in exceptional cases will be negotiated when a pupil's specific needs are known as they enter the school.

| Target  | Strategies   | Time Scale | Responsibility  | Success criteria   |
|---|--|------------|---|--|
| To ensure that the physical environment of the school is suitable for all its pupils. | Regular monitoring of physical environment, and maintenance of Lift.<br>Cooperation with parents about specific needs (eg high visibility strips on stairs).<br>Collaboration with other services (LA, Visual Impairment Service etc) to access equipment. | Ongoing    | HT, Health and Safety Governor and Special Needs Governor, SENCo. | Disabled pupils move confidently around the school, and manage themselves during lessons well. |

### **3. Improving the delivery of written information to disabled pupils.**

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

| Target   | Strategies   | Time Scale | Responsibility                    | Success criteria  |
|--|--|------------|-----------------------------------|---|
| For disabled pupils, their parents and carers, to receive written information in a format most suitable for their needs. | Exercise books in different colours made available.<br>Worksheets and other materials provided in large format.<br>Newsletters available in paper. | Ongoing    | HT, Class Teachers, Office staff. | Pupils, parents and carers are happy with the information they receive. |