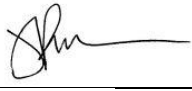





Accessibility Policy

Date approved by FGB:	26.11.24
Review Date:	November 2025
Headteacher:	
Chair of the Full Governing Body:	
Policy written in house by the Headteacher and SENCO	

At Thakeham Primary School we recognise that children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

At Thakeham Primary School we demonstrate a commitment to inclusion wherever possible, in order to increase the participation of children with Special Educational Needs and disabilities in the curriculum, and in all areas of School life.

The SEN and Disability Act 2001 (SENDA) makes discrimination against disabled individuals unlawful in their access to education. According to the Act 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.”

In addition, in 2011 the Equality Duty came into force sets out a requirement to take a proactive approach to promoting disability equality and eliminating discrimination. Most children with special educational needs will not be disabled within the meaning of the Act.

However, a significant proportion of those who are disabled will have special educational needs.

Aims and Objectives

We are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- increasing the extent to which disabled pupils can participate in the school's curriculum;*
- continuing to improve the physical environment of the school;*
- improving the delivery of information to disabled pupils and other members of our school community;
- responding with appropriate adaptations to the needs of new arrivals to the school;*
- teaching our children tolerance and understanding of disability. Giving them a positive attitude to disability equality.

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.

***Contextual Information**

As part of the school's re-location to its site in Rock Road, accessibility has been key to the design and planning of the building, to meet building regulations. Adaptations include:

- A dedicated parking bay is provided for disabled users and is located closest to the main entrance, with level approach
- Access to the main entrance for all users is via a level smooth surfaced tarmac route
- The main entrance has an automatic operating system to allow both leaves to open for full width access
- All external doors within the school (except Excess Areas) have a level threshold to the external environment

- All internal doors along primary access routes are sized in accordance with current regulations regarding accessibility including vision panels to primary routes and rooms
- 2 ramps are provided within the circulation areas to provide access to the various floor levels. Stepped access is also provided to the Main Office from the lowest level, with level approach ensured via the Early Years Classroom
- Pupil accessible external areas have shallow stepped access between levels with additional sloped access (max 1 in 21) between levels to ensure accessibility for all
- A fully compliant Accessible WC and Shower facility is provided at a central location to the school for use by disabled users
- Height adjustable equipment is provided to the Food Technology facility
- Access to the main (lower) playground can be made via a slope from the upper playground, which is on the same level as the doorways leading from the corridor and hall. This avoids the steps between the upper and lower playground.

Our Commitment to an Individual

When an individual with a disability is known to be coming to Thakeham Primary School, we will aim to implement a plan that will:

- assess their needs and any adaptations that can be made to the environment within the context of the listing of the building and time remaining on our current site
- establish what resources would need to be purchased
- assess if we have required skills and expertise amongst the existing staff to support that individual
- assess any medical requirements. Training may be required.

However, we will also carefully consider the availability of the school budget to meet any identified provision against how it will impact on the ability of the school to meet its wider obligations to all individuals in the school.

Areas of school planning responsibilities

A. Increasing access for disabled pupils to the school curriculum

B. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

C. Improving the delivery of written information to disabled pupils and disabled parents. This includes planning to make written information that is normally provided by the school to its pupils and parents available to disabled pupils and parents. The information should take account of the nature of the disabilities, the preferred formats of the pupils' and parents' and be made available within a reasonable timeframe.

A. 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 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.

Goals / Priorities	Targeted Actions / Tasks	Responsibility	Time-scale	Outcomes, Monitoring, Evaluation	Resources
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual plans for disabled pupils when required. Information sharing with all agencies involved with the child.	SENCO	As needed.	All staff aware of individual needs.	
Use ICT software to support learning appropriately.	Install software as needed.	SENCO Computing Leader	As needed	Wider range of resources used.	Software as needed.
Educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is evaluated for suitability for relevant pupils and staff.	EVC & Group Leaders	As needed	All children to have access to a range of visits and activities.	

B. Improving access to the physical environment of the school

We keep resource provision under constant review. The School Strategic Development Plan is the vehicle for considering such needs on an annual basis and regular discussions are part of staff/governor meetings.

C. Improving the delivery of written information to disabled pupils

This will include making written information for pupils which is normally provided by the school available to disabled pupils. Examples might include handouts, activity sheets, 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.

The School helps to differentiate the curriculum for pupils who have difficulty in gaining full access to aspects of school life by, for example, simplifying written texts and interpreting texts through supporting adults. Support staff are often used to support pupils who need tasks broken down, and enable them to access the full curriculum at their level. Again, advice is taken from relevant WSCC support staff, and outside agencies as appropriate.

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 school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools computing infrastructure will enable us to access a range of materials supportive to need.

Goals / Priorities	Targeted Actions / Tasks	Responsibility	Time-scale	Outcomes, Monitoring, Evaluation	Resources
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	SENCO & class teachers	As needed.	Children (and adults) able to access information and learning.	
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on accessible formats	SENCO	As needed	Staff able to produce their own information.	
Languages other than English to be visible in school.	Update multi-language signs in light of new families joining the school (to be developed with input from relevant families)	Relevant teachers, children, parents & HLTA	Sept 2024 (and as needed)	School accessible to families that have joined us from different countries.	Relevant parents.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible. Dual language dictionaries and books wherever possible.	WSCC Library Service SENCO & class teachers	As needed	Pupils and/or parents feel supported and included.	
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 all pupils can access and understand work and language around them.	SENCO & class teachers	Sept 2024	Everyone can access information/learning in class, in and around the school and via the website.	Communicate in Print.
Complete the DaDiPa award for Dyslexia and Dyscalculia.	Carry out and complete the award programme with WSCC	SENCO & class teachers	Across 24-25	DaDiPa award achieved.	