

Accessibility Policy and Plan – Thistle Hill



Reviewed February 2018

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the academy:

Teaching and Learning Policy

Complaints Policy

Equal Opportunities Policy

Charging and Remissions Policy

Health & Safety Policy

Homework Policy

School Behaviour and Anti-Bullying Policy

Well Being and Involvement Policy

SEND Policy

Premises Management: Security and Procedures

Thistle Hill Academy's Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Thistle Hill Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school has one pupil with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Continue to develop, in light of the changing pupil population, access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks, and information about the school and school events; the information should be made available in various preferred formats upon request.

Improving the curriculum access

Target	Strategy	Expected outcome	Timeframe	Impact	Review February 2019
To ensure that pupils that would benefit from technology have access to it. Examples: touch-screen computers, easy-to-use keyboards, interactive whiteboards, text-to-speech software, software that connects words with pictures or symbols	Increase the number of laptops available so that more children can access Clicker	There is a laptop available for pupil use in 3 year groups – 1, 2 and 3	March 2018	Gaps in attainment for pupils that struggle to record their ideas are reduced	
Training for teachers and support staff on Children with Additional Needs (as detailed in SEND action plan)	Review the needs of children with specific issues, provide relevant training	All staff have a clear understanding of strategies to improve children's access to the curriculum. Next steps are planned on the SEND register.	Termly reviews of provision	Increase in access to an appropriate curriculum though reduction in barriers to learning	
All extra-curricular activities are planned to ensure they	Review all out of school hours provision to	All activities will be conducted in an inclusive environment with providers	July 2018	Pupils with SEND are accessing at least two after school clubs	

are accessible to all children	ensure compliance with legislation on a regular basis	that comply with all current and future legislative requirements		each academic year.	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes. Promote use of visuals in all classrooms.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. NOTE: Carpeting and acoustic tiling of classrooms supports pupils with hearing impairment	Term 6 2018	Increase in access to an appropriate curriculum at all times in the school day.	
Ensure all children on the SEND register have individual targets; either on the provision map or recorded in a personal plan	Class provision maps reviewed termly with SENCo. Meeting between TAs/SENCo termly. Intervention folders monitored.	Provision maps and personal plans are relevant to the individual pupil, up to date and form a key part of the planning process for all pupils. Regular recording of interventions is maintained.	Review termly	The impact of provision mapping is analysed termly (and reported on the termly strategy report) Interventions receive a rating of 3 or more 80% of occasions.	

Review TA deployment so that all pupils are appropriately supported	SLT to discuss termly at Strategy Meetings	Adult support is appropriately delegated according to the needs of individual classes/children and the availability of HNF	Review termly	Children with a disability or SEN have access to appropriate support (1:1 or small group). They are making at least the expected progress.	
Training for teachers to enable them to meet the Mainstream Core Standards for all learners	Monitoring to identify gaps in quality first teaching. Feedback for teachers to respond to. Review SEND action plan to incorporate identified training needs.	All class teachers are meeting the Mainstream Core Standards	Termly focus during provision map monitoring.	Strategies to meet the needs of all learners are on provision maps.	

Improving the physical access

		Review February 2019
Toilet facilities	<p>There are two disabled toilets, one upstairs and one downstairs. They both have handrails, that are visually friendly, and lever function taps.</p> <p>Action point – the hand towel dispenser may not be within reach of some wheelchair users. Hand towels will need to be available at a lower level.</p>	
Approach to entrance	The school can be entered without using any steps. The main doorway is wide enough to facilitate wheelchair access and opens automatically.	
Car Parking and Deliveries	There are disabled parking bays in close proximity to the main entrance. There is also a pedestrian crossing.	
Internal mobility lower floor	Fully accessible. The building opened only 3 years ago and is therefore DDA compliant.	
Internal mobility upper floor	<p>There is a lift that can be accessed using a wheelchair. Internal doors are accessible to wheelchair users.</p> <p>In the event that the LIFT is broken, and a pupil with physical needs cannot access the upstairs, there is a spare room downstairs where the whole class can be taught rather than singling out individual pupils.</p>	

Main Hall	All external and internal doors are accessible for wheelchair users. The canteen is low enough for wheelchair users.	
Outside area access/playground	The playground is fully accessible to wheelchair users.	
PE facilities	PE takes part in the main hall on the ground floor or on the playground which is suitably surfaced. If pupils, for individual SEND reasons, cannot occasionally participate, alternative arrangements are made. For example, one boy with MD has a box of resources which he uses to support muscle strength.	

Improving the delivery of written information

Target	Strategy	Expected outcome	Timeframe	Impact	Review February 2019
Availability of written material in alternative formats eg in Braille, in large print, etc	Review all current school publications and promote the availability in different formats (on request)	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is	Ongoing	Delivery of school information to parents and the local community involved is fully accessible.	

		updated regularly.			
Availability of written material in different languages	The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes	ongoing	The delivery of information to parents of EAL pupils is improved and EAL families are fully involved in school activities.	
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately	