



**Thriftwood School & College**

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***Accessibility Plan***

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## Statement of intent

This plan should be read in conjunction with the **Academy Development Plan** and outlines the proposals of the governing body of Thriftwood School and College to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment. **Signed by:**

Mrs E Smart

Headteacher

Date: 6<sup>th</sup> June 2017

Mrs S Davies

Chair of governors

Date: 6<sup>th</sup> June 2017

Next review date: \_\_\_\_\_

## Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	College is not accessible for visually impaired	Audit of physical environment	SLT	Summer 2017	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Autumn 2017
<b>Medium term</b>	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate materials	School business manager/Estates manager	Summer 2017	Learning environment is accessible to pupils with visual impairments	Autumn 2017
	Gym is not accessible	Wheelchair lift in place	Site manager	Summer 2017	Students with mobility difficulties can access the gym	Autumn 2017
<b>Long term</b>	Children with physical disabilities cannot access parts of the building independently	Buildings work/installation of platform lift	School business manager/Estate manager	Summer 2018	School buildings are fully accessible	Autumn 2018

## Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Students with visual impairment may not be able to access environment or curriculum	Audit of curriculum	Headteacher	Winter 2018	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2018
	Staff members do not have the skills to support visually impaired	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/Head of Dept	Winter 2018	Staff members have the skills to support children with SEND	Spring 2018
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Winter 2018	Planning of school trips takes into account pupils with SEND	Spring 2018
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/ICT Manager/Head of Dept	Winter 2018	Students with SEND can access lessons	Spring 2018

## Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff not aware of all legislation relating to information transfer for students with LD	Audit of information delivery procedures	Headteacher/ ICT manager	Autumn 2017	School is aware of accessibility gaps to its information delivery procedures	Winter 2018
	School does not know how to make written information accessible	School seeks advice from external advisors	Headteacher	Winter 2018	School is aware of local services for converting written information into alternative formats	Spring 2018
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	Headteacher/ Head of Dept	Autumn 2017	Written information is fully accessible to children with visual impairments	Spring 2018
Long term	School website is not accessible to children with SEND	Audit of website	Admin Team	Autumn 2017	Website is fully accessible	Winter 2018

