



Thriftwood School & College

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: 6th June 2017

Mrs S Davies

Chair of governors

Date: 6th June 2017

Document review date: January 2018.

Next review date: January 2019.

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
Short term	The curriculum is not entirely accessible to visually impaired learners	Inclusion of more specialist resources and training for staff	Specialist teacher in liaison with SLT	September 2018	Learners have access to appropriate resources for the majority of lessons	December 2018
Medium term	The learning opportunities for inclusion in PE are limited for those with disabilities	Find alternatives rather than team games for learners. Use of Pupil Premium and Bursaries	JE/NG + Pastoral Team	April 2019	Lessons will be adapted to meet the needs of learners who have sensory impairments	June 2019
Long term	The curriculum is structured too formally to meet visually impaired needs	Restructure some lessons into smaller groups using more creative methods	SLT	September 2019	The curriculum will naturally be appropriate for all learners	December 2019

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 impairments may not be able to access entire school/college site	<ul style="list-style-type: none"> Access ramps to be put in at college to access the gym and playground Automatically opening front door to be fitted 	SLT/Estates Manager	September 2018	Front of college and entrance to gym will be accessible to all including wheelchairs	Spring 2018
Medium term	Students with impairments may not be able to access entire school/college site	<ul style="list-style-type: none"> School site. Relay uneven path Address issue of step from Robins onto playground Steps up to the music room to be made less steep 	SLT/Estates Manager	September 2019	All areas of school will be safe and accessible to all	

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	School and college to respond to compliance to GDPR arrangements	Headteacher/ Data Manager/Trust Staff	May 2018	Compliant to GDPR	Winter 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 2018	Written information is fully accessible to children with visual impairments	Spring 2019