



Thriftwood School & College

Accessibility Plan
2020/21

Statement of intent

This plan should be read in conjunction with the **Academy Development Plan** and outlines the proposals of how Thriftwood School and College plan 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
- Academy Committee members
- 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.

The Student Monitoring Panel has assessed the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action are then 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.

Planning duty 1: Physical Environment



	Issue	What	Who	When	Outcome	Review
Short term	The school and college are dependent on specialist staff to manage specific medical and mobility needs	Train other staff to the right level to ensure that learning continues in the specialist's absence. Investigate additional hours for VI.	SLT – To add training to the CPD Programme. Business Manager to assess costs for additional support	Autumn 20	Students with complex impairments will be effectively supported and the distribution of skills will be wider.	Oct/Nov 2020
Medium term	The College has new Year 10 students with mobility issues starting in Sept 2020. Some are unable to use the lift independently due to underlying health conditions	Risk Assessments to be drawn regarding students needs and access. Staff to be designated to support transitions where practicable	SLT/Pastoral Team	Sept 2020	Students with additional mobility and medical needs will be able to access different levels of the building safely	Oct/Nov 2020

	The gym at College is not accessible from the main building.	Reassess the potential for installing a ramp up to the gym from the hall	Estates Manager	Sept 21	Students will be able to access the gymnasium from the inside rather than utilising the ramp on the outside of the building	October 21
Long term	Children with physical or visual impairments cannot access parts of the School and College building independently	Include braille/audible signage and easily understood visual symbols to ensure independence in moving around both buildings	School business manager/Estates manager s on both sites	Sept 21	Students with impairments will not require constant support to find their way around the buildings	October 21

Planning duty 2: Curriculum



	Issue	What	Who	When	Outcome criteria	Review
Short term	Students with Visual or Hearing impairment may not be able to access the whole of the curriculum	Increase skills of all staff to plan for all needs particularly in P.E and the outdoor learning curriculum and identify a champion within each establishment for VI and HI.	SLT /leaders of subject areas	Sept 20	Students with impairments will have improved access to the wider curriculum	Jan 21
	Students with VI and HI and some medical needs may not supported effectively in the absence of their specialist support person.	To ensure that staff are trained to the right level to be able to present the curriculum effectively in the absence of the specialist	SLT/Leaders/ CPD programme	Dec 2020	Students will be properly supported and will have access to high quality learning	Jan 21
Medium term	College/School trips are not always accessible to those with physical disabilities	Needs of pupils with SEND incorporated into planning process and 'venues' are chosen with care.	Subject Leaders	Dec 2020	Students needs will be effectively accounted for and a range of accessible providers will be established	April 21

Long term	Pupils with VI and HI impairments cannot access all examinations	Ensure that English and Maths have appropriate access arrangements for VI and HI	SLT/Exams Officer	Dec 2020	Students who are capable of gaining accreditation are not disadvantaged by unsuitable access arrangements.	April 2021
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Planning duty 3: Information



	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff not aware of all legislation relating to the Equalities Act and Protected Characteristics	Staff Training to include Equalities Act and PC's in yearly Safeguarding schedule.	SLT	July 2020	Staff will be aware how the law operates in terms of discriminatory practice	Oct 2020
	Remote learning may be inaccessible to some students at home	Remote learning to be provided in a number of different ways – paper copies of work (on colour for VI), videos and web links.	Teachers	Sept 20	If required, students about to access learning from home.	Jan 21
Medium term	Students with VI may not be able to effectively communicate their needs to Pastoral Leads with privacy.	Training for Pastoral members/DSLs in basic BSL to allow a degree of confidentiality for those wishing to share information with VI	Pastoral Team	Oct 2020	DSL/Pastoral Leads will feel confident to hold confidential meetings without specialist support person being present	Jan 21

