



Thriftwood School & College

Accessibility Plan
2022/23

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 and school council 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 college is not fully wheelchair accessible	No access to the outdoor learning room – ramp needed	SLT and OT and parents	Autumn 22	Students with additional mobility needs can fully access the site	Autumn 23

Planning duty 2: Curriculum



	Issue	What	Who	When	Outcome criteria	Review
Short term	Students with VI and HI on the college site may not be appropriately monitored.	Identify a key link person with VI and HI specialist support to liaise with teachers / parents / specialist.	SLT	Autumn 22	Students will be properly supported	Summer 23
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 particularly those with wheelchair access	Trip organisers	Autumn 22	Students needs will be effectively accounted for and a range of accessible providers will be established	Summer 23

Planning duty 3: Information



	Issue	What	Who	When	Outcome criteria	Review
Short term	Remote learning if required at any time 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	Autumn 22	If required, students able to access learning from home.	Spring 23
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	Spring 23	DSL/Pastoral Leads will feel confident to hold confidential meetings without specialist support person being present	Spring 24