



Accessibility Plan

Policy

2023-2024

Date of approval:

Approved April 2024

Approved by:

Local Academy Board

Date of next review:

April 2025



Contents

1. Aims.....	3.
2. Legislation and guidance.....	4
3. Monitoring arrangements.....	3
4. Accessibility Plan.....	5
5. Policy History.....	7

Aims:

All schools are required under the Equality Act 2010 to implement an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff, and visitors.

Thornhill Academy recognises its duty under The Equality Act 2010:

- not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat students with disabilities less favourably for a reason related to their disability.
- to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage.
- to publish an accessibility plan that will increase access to education for students with disabilities.

Thornhill Academy recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities and respects the parents' and the child's right to confidentiality. Thornhill Academy ensures a high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.

- intelligent sequencing,
- knowledge organisers
- highly tailored learning activities
- effective formative assessment

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising any concerns. We have included a range of stakeholders in the development of this accessibility plan, including Thornhill Academy LAB members.

Legislation and guidance:

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Disability is defined by The Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupil. This can include, for example, the provision of an auxiliary aid or adjustments to premises. The academy recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

1. Accessibility Plan

Aim	Target	Strategies	Timeline	Progress
<p>Access</p> <p>Thornhill Academy to be fully accessible to those with sensory impairments and or physical disabilities, including fine and gross motor impairments. No students to be absent on the basis of lack of accessibility to the building and environment, including expectations. No student applicant turned away based on lack of accessibility to the building environment.</p>	<p>Ensure a disabled parking bay is always accessible.</p>	<p>Site assessments – completed and documents dated by Site manager and risk assessments completed for Individual pupils, when required. ABC meetings used to address any concerns over school accessibility.</p>	<p>July 2024 September 2024 July 2024</p>	<p>Implemented Implemented Implemented</p>
<p>Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated personal Emergency Evacuation Plans (PEEPS) and this is communicated to staff, student and parent.</p>	<p>Accessibility to all areas/rooms in the school building</p>	<p>PEEPs shared in Edukey/sims for staff to read/ shared with parent and updated when required.</p>	<p>Sept 2024</p>	<p>Implemented</p>

Curriculum Access

Increase confidence of staff in differentiating the curriculum - identifying and provide training on differentiation/ adaptations and recording methods.

Staff access to student overviews and medical information for all relevant students on Class Charts via Edukey.

July 2024
July 2024

Implemented
Implemented

Ensure all staff are aware of curriculum access via student overviews, information sharing with all agencies and support services.

Weekly SEND and pastoral update is circulated to all staff alongside ongoing coaching support available from ASENDCo.

Support the wider needs of students including those displaying SEMH type concerns.

Liaise with specialist agencies to ensure that strategies are used to support both emotional wellbeing and teaching and learning where appropriate. Reasonable adjustments will be put in place for in line with recommendations.

2. Policy History

Accessibility Policy			
Creation Date	Staff	Version	Status
March 2024	L Coates	1.0	Awaiting approval by the Local Academy Board March 2024