



Thorpe St Andrew School and Sixth Form Accessibility Plan

Under Review

Reviewed:	December 2020
Next Review:	December 2021

Statement of Intent

This plan should be read in conjunction with the School Improvement and Development Plan and outlines the proposals of the Local Governing Board of Thorpe St Andrew School and Sixth Form to increase access to education for students 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 students with disabilities can participate in the school curriculum.
- improve the environment of the school to increase the extent to which students 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 students, to students with disabilities.
- Promote equality of opportunity between disabled and other people.
- Eliminate discrimination.
- Eliminate harassment related to a disability.
- Promote positive attitudes towards disabled people.
- Encourage positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including disability issues. It is required that the school's accessibility plan is resourced, implemented, reviewed and revised where necessary.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The Local Governing Board 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.

This plan is reviewed every three years or annually if required to take into account the changing needs of the schools and its students, and where the school has undergone a refurbishment.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with the following as appropriate:

- the parents/carers of pupils/students.
- the Headteacher/Principal and other relevant members of staff.
- the Trust.
- Governors.
- external partners.

Plan

Aim: Increase access to the Curriculum for students with a disability

Current Good Practice	Objectives	Strategies/Actions	Outcome/Success Criteria	Timeframe	Person Responsible
<ul style="list-style-type: none"> • Individual, funded support for students with an Education, Health and Care Plan. • Individual and small group support with outside agencies. • Individual and small group support delivered by our own Learning Support Assistants within the SEN budget • Mentoring on a one to one basis for individual students • Whole staff training on differentiation, teaching strategies and teaching styles • Review of Key Stage 3, 4 and 5 	Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of pupils/students with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. This is an ongoing process that will change and adapt with time.	Ongoing.	SENCo
	All out of school activities are planned to ensure the participation of a whole range of pupils/students.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing. SLT responsibility 2020-21	Greg Dewar
	Classrooms are optimally organised and all appropriate additional equipment is provided to	Review and implement a preferred layout of furniture and specialist equipment	Lessons will start on time without the need to make adjustments to accommodate the needs of individual	Ongoing.	SENCo/Teachers

<p>curriculum over next 2 years</p> <ul style="list-style-type: none"> • Extra literacy and numeracy support for students in Years 7, 8 and 9 • Individual mentoring for students in Years 9, 10 and 11 • Student and Family Counsellor available to all students 	<p>promote the participation and independence of all pupils/students and adults alike.</p>	<p>to support the learning process in individual class bases.</p>	<p>pupils/students. Reviewed annually.</p>		
	<p>Access arrangements to meet individual needs when taking tests/exams etc. will be applied for and support provided.</p>	<p>SENDCo will ensure appropriate testing and reports provided in order to apply for access arrangements. Introduction of Dyslexia screening to support.</p>	<p>All pupils/students will have their individual needs met, and any barriers to achieving their full potential will be removed.</p>	<p>Ongoing. Screening – December 2021 School specific.</p>	<p>Access Arrangements Assessor. SENCo</p>
	<p>Introduce, review and develop Raising Achievement Team.</p>	<p>To develop, nurture and other alternative approaches to support students with specific issues.</p>	<p>All pupils/students will have their individual needs met, and any barriers to achieving their full potential will be removed.</p>	<p>September 2021</p>	

Aim: Improve and maintain access to the Physical Environment

Current Good Practice	Objectives	Strategies/Actions	Outcome/Success Criteria	Timeframe	Person Responsible
<ul style="list-style-type: none"> • The main entrance to the building has automatic doors to reception along with all new build projects including the Performing Arts Centre of Excellence, the Business Excellence Centre and Technology Excellence Centre, Sixth Form Student Centre (summer 2020), and T Level Buildings • Ambulant toilet facilities in all main student, and a majority of the staff, toilet areas. Fully accessible toilets in the following areas: <ul style="list-style-type: none"> ○ Nest to the student dining hall (South Site) 	<p>Ensure that all areas of the school buildings and grounds are accessible for all pupils/students and adults and to continue to improve the access of the physical environment for all.</p>	<p>The Trust to ensure compliance with building regulations regarding accessibility liaising with Site Manager as appropriate.</p>	<p>Any new build projects will be fully accessible.</p>	<p>Ongoing.</p>	<p>Trust Estates Manager</p>

<ul style="list-style-type: none"> ○ Mathematics corridor (South Site) ○ Learning Resource Centre (North Site) ○ English Corridor (North Site) ○ Chemistry Corridor (South Site) ○ Performing Arts Centre of Excellence (North Site) ○ Technology Excellence Centre (North Site) ● A rise and fall bed complete with hoist in the English corridor toilet ● Fully accessible changing rooms complete with showers ● Fully accessible swimming pool, 					
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<p>complete with a rise and fall bed with tracked hoist leading from changing rooms to the pool side</p> <ul style="list-style-type: none"> • Ramped access to all curriculum areas • Hand rails on all stairs • Highlighted kerb edging • Rise and fall cooker, hob and sink unit in the Food Technology department • Adjustable height benching in the Science Excellence Centre • A minibus with a tail lift able to take a wheel chair 					
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Aim: Improve the delivery of information to students/parents with a disability.

Current Good Practice	Objectives	Strategies/Actions	Outcome/Success Criteria	Timeframe	Person Responsible
<ul style="list-style-type: none"> • Google translate for letters 	Make available school brochures, newsletters and the	Review all current school publications and continue to	The school will be able to provide written information in different	Ongoing.	Office Manager

<ul style="list-style-type: none"> • Presentations Sign Language Interpreters • Essential pictorial signage 	school website and other information for parents/carers in alternative formats.	promote the availability in different formats for those that require it and ensure that plain user friendly English is used.	formats when required for individual purposes.		
	Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL families and Google translate.	School information will be available for all.	Ongoing as required.	Office Manager
	To continue improving communication for any hearing impaired member of the school community.	Interpreter will provide sign language for parent meetings.	Parents/carers, pupils/students, staff and visitors who are hearing impaired will be better able to access verbal information.	Review annually.	Site Manager Office Manager

Equality and Inclusion

Current Good Practice	Objectives	Strategies/Actions	Outcome/Success Criteria	Timeframe	Person Responsible
<ul style="list-style-type: none"> • Accessibility Plan Paper • Individual students action plan 	Accessibility Plan and Equality Statement becomes an annual agenda item at Local	Clerk to Governors to add to list of required agenda items.	Adherence to current legislation Governors and staff aware of and informed of the plan.	Annually. December	

	Governors Board meetings.				
	Ensure all staff are aware of disabled pupil's/student's curriculum access.	Produce individual student action plans using Provision Mapping (online) that all staff are aware of and can easily access. Staff trained	Student action plans in place and all staff aware of individual needs.	September 2021.	SENCo