



Thorns Community



Infant School

Park Hill Thorns Federation

**Accessibility Policy for
Thorns Community Infant School and Park Hill
Junior School**

Written March 2014

Agreed by governors: March 2014

Reviewed: **January 2023**

Next Review: **January 20234**

Changes highlighted

1. STATUTORY DUTIES

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition the Special Educational Needs (SEN) Code of Practice gives guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and Schools have been obliged to take account of this Code.

2. THE SITES

Thorns Community Infant School

Thorns Community Infant School comprises of a main school building on one level and a separate swimming pool. The site is on one level. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises.

The site has a designated disabled car park space within the staff car park which can be used by parents at the school. The car park has markings to illustrate designated walkways for pedestrians accessing the back of the school.

The school has a disabled toilet / wet room along the year 1 / 2 corridor, which is used by both children and staff.

Reception children have access to their own toilets. Beech classroom has toilets which can be accessed directly from the classroom, whilst Cedar class has toilets which are accessed through the reception indoor area. If a reception child needed to use the disabled toilet, a member of staff would escort the child.

A toilet has been adapted in the Year 1 / 2 girls toilet to include handrails and a step for children with disabilities.

The Ash Class (Year 1), Chestnut Class (Year 2) and both Reception Classrooms and the Reception Indoor Area have been fitted with acoustic boards to the ceiling and walls to aid with hearing impairments.

All doorways are wide enough to accommodate wheel chairs. Reception classes, the hall, office and Chestnut class have tinted windows to help support children with vision impairments.

Park Hill Junior School

Park Hill Junior School comprises a main building on two levels with a temporary classroom separate to the main building. The sloping nature of the site means there are a number of internal steps. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises.

The site has a designated disabled car park space within the staff car park which can be used by parents at the school.

The school has a wet room / disabled toilet in the main entrance, which is used by both children and staff.

Girls toilets have been adapted to include hand rails and a step.

Six rooms have been fitted with acoustic boards to aid hearing impairments. These are located in Greville (Year 3), Catesby (Year 4), Fawkes (Year 4), Eliot (Year 5), Godiva (Year 6) and the nurture room in the year 5 and 6 corridor.

A special film has been put on windows in Dudley (Year 3), Catesby (Year 4) and Shakespeare (Year 5) classrooms and the school hall and windows have been installed in Capella's and one window in Greville (Year 3) classroom. The film/glazing reacts with the light to reduce the glare aiding children with sight difficulties.

A Wellbeing room is being created in the Year 3 craft area to support intervention groups and children struggling to access learning in the classroom.

The access to the school field was adapted to allow ease of access to the various sports areas.

The ramp between the playground and the year 3 and 4 classrooms has railings on either side and there are ramps leading to a Year 3 (Greville) and Year 4 (Fawkes) classroom.

3. LEARNERS INCLUSION

Park Hill Thorns Federation is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant

professionals will be sought when necessary, to enable an assessment of the individual's need to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The Staff at Park Hill Thorns Federation value pupils of different abilities. The National Curriculum will be differentiated to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including Personal Learning Plans (PLPs)
- Responding to children's diverse learning needs,
- Overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual aids,
- Ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs and special events; sports days, visits from authors.

When planning their work, the staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning activities, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the Federation Head, Head of School, Assistant Heads, SEN Co-ordinators and Literacy/Numeracy Coordinators as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes:

- Differentiation of class work and homework tasks
- Visual presentations of information and timetables
- Use of appropriate fonts and font sizes.

The school is aware that the Local Authority is able to provide translation services and Braille copies if required. Modified statutory testing materials will be obtained when necessary for end of Key Stage tests.

This Accessibility Policy will be:

- Reviewed annually by the School Business Manager with the SLT

- Reviewed every three years by the School Business Manager who will make appropriate recommendations to the Governing Body and the Executive Head Teacher
- Incorporated into the Federation Learning Improvement Plan
- Shared with all members of staff
- Available in the Policy Folder in the school office.