



# **Accessibility Plan**

**Date:** January 2021

**Approved:** Academy Committee

**Review:** January 2025

# Accessibility Plan 2021

## Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by DfES in July 2002.

**NB – a number of issues raised here may be affected by financial restraints due to recent spending reviews.**

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995:

“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.”

## Key Objectives of the Accessibility Plan

- a to increase the extent to which disabled students can participate in the school curriculum;
- b to improve the physical environment of Thornden School to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services;
- c to improve communication to students and parents/carers.

## Principles

- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001)
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an Accessibility Plan

- The school recognises and values parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.  
(*General School Policy and SEN policy*);
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.  
(*Curriculum Policy/Development Plan/SEN Policy*);
  - Setting suitable learning challenges
  - Responding to students' diverse learning needs
  - Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

## **Activity**

This section outlines the main activities which Thornden undertakes, and is planning to undertake, to achieve the key objectives (above).

### **a Increasing the extent to which disabled students can participate in the school curriculum**

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

### **b Improving the physical environment of the school**

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting

- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (*DfES Guidance 'Accessible Schools'*)

#### **c Provision of Information**

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested (*DfES Guidance 'Accessible Schools'*)

- Modified examination papers
- Modified resource and support material
- ICT facilities

### **Related Thornden Policies**

This Plan will contribute to the review and revision of related school policies e.g.

- ◆ School Improvement Plan
- ◆ SEN policy
- ◆ Curriculum Policy
- ◆ Health & Safety Policy
- ◆ Security Policy

## Thornden Accessibility Plan: 2021

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
<b>Increasing the extent to which disabled students can participate in the school curriculum</b>	<ul style="list-style-type: none"> <li>◆ Regular review of curriculum to ensure full accessibility</li> </ul>	Yearly	<ul style="list-style-type: none"> <li>◆ Removal of barriers to learning and participation.</li> </ul>	SLT level - annually
	<ul style="list-style-type: none"> <li>◆ High expectations of all students</li> </ul>	On going	<ul style="list-style-type: none"> <li>◆ Higher achievement by all.</li> </ul>	All staff
	<ul style="list-style-type: none"> <li>◆ Introduction of specialist courses for targeted students (where appropriate). Year 7 on entry</li> </ul>	On going	<ul style="list-style-type: none"> <li>◆ Fewer disaffected and under-achieving students.</li> </ul>	As part of the Options programme, consider the needs of the year group
	<ul style="list-style-type: none"> <li>◆ Increased staffing to allow smaller classes in lower sets.</li> </ul>	On going	<ul style="list-style-type: none"> <li>◆ Students achieve target grades/levels.</li> </ul>	
	<ul style="list-style-type: none"> <li>◆ Individualised timetables in Years 10 and 11</li> </ul>	On going		
	<ul style="list-style-type: none"> <li>◆ Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)</li> </ul>	On going	<ul style="list-style-type: none"> <li>◆ Classrooms optimally organised for disabled students. Class seating plans in all subjects</li> </ul>	All staff
	<ul style="list-style-type: none"> <li>◆ Personalised Learning &amp; Assessment for Learning</li> </ul>	On going	<ul style="list-style-type: none"> <li>◆ Students working at their own level and achieving their targets grades/levels</li> </ul>	
	<ul style="list-style-type: none"> <li>◆ Range of Learning and Teaching strategies facilitated by high-quality ICT</li> </ul>	On going		
<ul style="list-style-type: none"> <li>◆ Deployment of auxiliary aids and personnel (SEN department)</li> </ul>	Appropriate time	<ul style="list-style-type: none"> <li>◆ Placement is appropriate</li> </ul>	SENCO	

	<ul style="list-style-type: none"> <li>◆ Information and training for staff (SEN department + outside agencies)</li> <li>◆ Core department LSAs appointed, with specialist training. Training updated and provided on a needs basis</li> </ul> <p>The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools')</p>	<p>Ongoing</p> <p>On going</p>	<ul style="list-style-type: none"> <li>◆ Teachers and LSAs have the necessary training to teach and support current disabled students.</li> <li>◆ Additional support for disabled students.</li> </ul>	<p>SENCO</p> <p>SENCO HODs - core subjects</p>
<p><b>Improving the physical environment of the school</b></p>	<ul style="list-style-type: none"> <li>◆ Improvements in the acoustic environment</li> <li>◆ Improvements in lighting in all classrooms (LED)</li> <li>◆ Install handrails in key areas around the school (more than 2 steps)</li> <li>◆ Further improvements to signs</li> <li>◆ Yellow markings (paint) on all steps (look also at external step nosings)</li> </ul>	<p>Ongoing as rooms are refurbished</p> <p>Ongoing</p> <p>2016</p> <p>Annually</p>	<ul style="list-style-type: none"> <li>◆ Refurbished classrooms more soundproofed</li> <li>◆ Acoustic loop in new rooms</li> <li>◆ All classrooms and corridors fitted with LED lighting from 2018</li> <li>◆ Part of DDA program</li> <li>◆ Improved direction around site + disabled bays</li> <li>◆ Annual painting of steps</li> </ul>	<p>Ongoing</p> <p>Regular site checks</p> <p>Anti-slip traffic paint</p>

	<ul style="list-style-type: none"> <li>◆ Ramps (additional permanent ramps were added to the area between Technology and Sports Hall, giving safer access around the school and into the Thornden Hall)</li> <li>◆ Re-surfaced steps (fishpond courtyard)</li> <li>◆ Parking spaces (two new disabled parking spaces were provided)</li> <li>◆ External hard surfaces (loose and broken paving slabs now being repaired as soon as they are reported – skilled handyman employed to carry out Health and Safety repairs on a daily basis)</li> <li>◆ New toilet suites have all got open doorways to enable wheel chair access and disabled toilets facilities that meet DDA requirements.</li> <li>◆ Improved external lighting on the site.</li> <li>◆ An automatic door installed in Thornden Hall to improve access for visitors and students</li> <li>◆ Area in front of the learning</li> </ul>	<p>Ongoing</p> <p>On going</p> <p>Ongoing</p> <p>August 2019 and 2020</p> <p>Sep 2019</p> <p>Summer 2014</p>	<ul style="list-style-type: none"> <li>◆ Safer and easier access for students around the school site.</li> <li>◆ Wheelchair access – no barriers to access on ground floor</li> <li>◆ Improved level surface (tarmac), giving better surface drainage and safe accessibility.</li> <li>◆ Accessibility to the Thornden Hall</li> <li>◆ Skilled handyman appointed ongoing</li> <li>◆ Part of requirements of the programme to install disabled facilities</li> <li>◆ Lights installed in darker areas of the site for the evening events</li> <li>◆ Door installed</li> <li>◆ Clear access route for</li> </ul>	<p>Facilities Manager</p> <p>Facilities Manager</p>
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	<p>Bungalow tarmacked to improve mobility</p> <ul style="list-style-type: none"> <li>◆ Installation of 3 rise and fall sinks for use in Science and food technology</li> <li>◆ Up date to Thornden Hall to meet all DDA requirements</li> </ul> <p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools'.</p>	2021	<p>students and visitors avoiding paving slabs at the front of the school</p> <ul style="list-style-type: none"> <li>◆ Appropriate sinks available for use by students and visitors</li> <li>◆ All DDA requirements met and planned for in advance</li> </ul>	Thornden Hall Manager
<b>Provision of information</b>	<ul style="list-style-type: none"> <li>◆ Examination papers – GCSE are modified</li> <li>◆ Resource material is modified</li> <li>◆ Liaison with Leigh House and other similar established – Psychiatric (where appropriate)</li> <li>◆ Information for visitors with</li> </ul>	<p>Each year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>◆ Good links between exams officer and SENCO (Senior LSAs)</li> <li>◆ Staff are following advice and students are receiving modified material</li> <li>◆ Effective exchange of information</li> <li>◆ Clear information including</li> </ul>	<p>Exams Officer + SENCO</p> <p>SENCO / DSL</p> <p>Receptionist</p>



	<p>disabilities in writing on arrival</p> <ul style="list-style-type: none"><li>◆ Install some visual fire alarms (i.e. in areas where others may not be present)</li></ul>	<p>Ongoing</p>	<p>disabled parking availability, accessible WC provision, a portable induction loop, etc.</p> <ul style="list-style-type: none"><li>◆ i.e. toilets</li></ul>	<p>Facilities Manager</p>
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