

Accessibility Plan

Thorpe Hesley LGB: 17/10/2022

To be reviewed: Autumn 2025 or if changes to Government guidance

Statement of intent

This plan outlines how Thorpe Hesley Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents/carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Registered office: Anston Greenlands Primary School, Edinburgh Drive, Sheffield S25 4HD
Company Registration number 09061804



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1. Legislation and Guidance

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEND Information Report
- Pupil Premium Strategy Statement
- Admissions Policy
- Behaviour Policy
- Medical Needs Policy
- Health and Safety Policy

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- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND, medical needs or those classed as vulnerable attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

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3. The Accessibility Audit

The Inclusion Lead and Vulnerable Pupils Lead will undertake an annual Accessibility Audit which will be reviewed by the Governing Board. The audit will cover the following three areas:

- Access to the curriculum –the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment –the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information –the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, consideration will be taken of all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed below.

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Aim	Current Good Practice	Actions	Person Responsible	Date to complete actions by	Evaluation
To ensure that all pupils attain to the best of their abilities and aspire to achieve their FFT20 targets.	The attainment and progress of pupils identified as being vulnerable, e.g. SEND, PP, Medical Needs is monitored and analysed. This feeds into pupil progress, with actions being put in place and addressed where a need is identified.	Continue termly assessments and assessment data inputted into the EMAG and analysed by class teachers and SLT. For SEND and PP pupils, continue to monitor small steps of progress. This data analysis will continue to feed in to pupil progress meetings.	Inclusion Lead Vulnerable Pupils Lead Class Teachers SLT	Termly assessments and pupil progress meetings	
Increase in pupils' participation, confidence and achievement levels	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Continue to seek opportunities to invite positive role models into school who reflect diversity. Continue to seek learning opportunities based around diversity.	Foundation subjects lead	On-going	
Increase access to the curriculum for pupils with a disability.	Quality first teaching provided to all pupils Resources tailored to the needs of pupils Curriculum reviewed to ensure it meets the needs of all pupils	Continue to include resources that include those with a disability Purchase of resources to support the curriculum for all	SENCo SLT Headteacher Vulnerable Pupils Lead	Ongoing July 2023	

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	Regular updates of EHCPs, medical care plans, IEPs and SEND Support Plans and advice from external agencies including medical care plans, ensuring all staff aware of tailored support needed.	Continue to work with external professionals, e.g. SIT, physiotherapy, OT, Eps etc. Ongoing staff training for all staff			
Improve and maintain the physical environment for pupils with disabilities.	Disabled parking bays allocated to parents of pupils with disabilities. Disabled toilet and changing facilities are provided. Key to be placed on hook above the child's height but available for adults. Spare key to be kept in the office. (Both buildings.) Corridors are to be kept clear and accessible to wheelchair users.	Continue to work with external professionals and follow any advice given. Explore possibilities for a ramp to allow wheelchair access to the quad/nature area.	Headteacher Vulnerable Pupils Lead Inclusion lead	Ongoing	
To ensure easy access for wheelchair users for exit and entry to the school buildings.	Exit doors safe and secure and easily accessible to authorised personnel All exit doors to be regularly maintained and tie backs improved where necessary Three electronic disabled doors (one /	Continue to work with external professionals and follow any advice given. Termly health and safety walks around school. Any issues to be reported immediately and	Headteacher Site Manager Buildings Manager	Ongoing	

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	two in each building) now on a service plan.	acted on in a timely manner.			
To ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so that they can fully support their child's education.	<p>Adopt a proactive approach to identifying the access requirements of parents/carers.</p> <p>Make reasonable adjustments where required.</p> <p>Driveway access available to parents/carers under permit scheme.</p>	Continue to make reasonable adjustments and alternative access arrangements where required.	<p>Headteacher</p> <p>All staff</p>	Ongoing	

Monitoring and review

This plan will be reviewed on an annual basis by the governing board, headteacher and inclusion team. The next scheduled review date for this plan is Autumn 2023. Any changes to this plan will be communicated to all staff members and relevant stakeholders.