



Thorner's Church of England VA Primary School

Accessibility Plan 2022-25

Date agreed: March 2022

Review date: March 2025

Developed by: Mike Sitch (Headmaster) and Governors

Approved by: Governing Body March 2022

1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

We are a small, friendly, family focused village school, situated in beautiful countryside between Dorchester and Bridport. Our Church of England school offers a vibrant ethos and strong, positive links with parents, governors and the local community. We have excellent facilities and extensive grounds. Our children are happy, confident and motivated.

3. Vision and aims

Our aim is for everyone at Thorner's to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Thorner's, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2021 academic year, 0 percent of our pupils were regarded as disabled under the Equality Act 2010.

We do have some children with moderate learning needs such as ASC and SandL.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Thorner's. This told us that:

Our buildings are

Although we do not have any specific areas or classrooms for children with Disabilities or Special Educational Needs, we make the most of our large grounds as often as possible when supporting all our pupils. We remain committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. In light of this commitment, class improvement works and additional soundproofing and acoustic work will continue to be added to classrooms over the coming years. The work carried out in school has benefitted all pupils and made it an even better environment for learning.

Although our main building is over 250 years old, the majority of our school is on one level and there is good access to the main teaching areas. Our outside space is also both generous and generally level with a ramp between the playgrounds and main field.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

These consultations told us that:

We need to improve the surfacing of our outdoor areas to make them easier to traverse, improve indoor lighting in certain areas of the main premises and make our premises more environmentally friendly by the use of more renewable energy.

9. Current good practice

Access to the curriculum

At Thorner's we have improved access to the curriculum for pupils with a disability through the following means:

The installation of sound proofing boards, lowered ceilings and new flooring throughout the Yrs 1-6. This makes all classes a quieter environment in which to learn. We have invested heavily in new IT equipment including dictation software and online reading packages. Staff have undertaken additional sports qualifications (such as sailing) to enable them to better support SEND/Disabled pupils in these activities.

The physical environment

At Thorner's we have improved the physical environment of the school to increase access for pupils with a disability by:

Sound proofing boards, lowered ceilings, new lighting and new flooring to improve acoustics.

Access to information

At Thorner's we make written information more accessible to pupils with a disability by:

Using a range of text sizes and colour books or overlays which aid visually impaired pupils and those with Dyslexia. Class seating is also considered for those who need to sit closer to visual information.

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

The Equality Act, The West Dorset Collaboration, Shaw Trust Enterprises, Disability Rights UK

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Thorner's for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Dorset Council and Salisbury Diocese in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through Governor monitoring visits and discussions at FGBs.

The Thorner's complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
improve the surfacing of our outdoor areas to make them easier to traverse	Using Diocese DFC annual funding	Mike Sitch	Summer 2022	£10k	New surface smoother and more accessible to all to take part in PE and outdoor ed opportunities.	
Invest in more assistive technology (eg dictation software) via IT budget	Using IT budget	Mike Sitch	Autumn/Spring 2022/23	£15k	Pupils able to engage in Curriculum tasks more easily by use of assistive technology.	

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
improve the surfacing of our outdoor areas to make them easier to traverse	Using Diocese DFC annual funding	Mike Sitch	Summer 2022	£10k	New surface smoother and more accessible to all to take part in PE and outdoor ed opportunities.	
improve indoor lighting in certain areas of the main premises	Using premises budget	Mike Sitch	Spring 2023	£5k	Central corridors brighter, classroom lighting upgraded	
make our premises more	Using SALIX Decarbonisation Bid	Mike Sitch	Autumn 2022	£130k	Installation of solar panels and reduction of reliance upon fossil fuels to make	

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
environmentally friendly by the use of more renewable energy.					local and wider environment cleaner and less polluted.	

Making written information more accessible						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
Braille to be offered if requested.	Documents to be translated into braille as requested.	MS	As and when requested.	£1000	Documents accessible to all.	

