Thornton Primary School Accessibility Plan 2022- 2025

Approved by the Governing Body on 8th December 2022
Updated 28th September 2023

Purpose of the Plan

To illustrate how, over time, Thornton Primary School will continue to develop the accessibility of the curriculum, environment and information of the school for all pupils, staff, parents and visitors including those with disabilities.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry normal day to day activities.

SUMMARY DATA for Pupils with SEND

Our current **SEND list**, at the beginning of September 2023, identifies **79 pupils** from the school roll of 477 (**16.5%**).

	Year 3	Year 4	Year 5	Year 6	Total
Education and health care plan	0	1 (1 pending)	0	2	3
SEND Support Provision Plan	3	2	1	0	6
SEND Support.	11	24	19	25	79

	2022-23 national figures for pupils with SEND in primary schools	2023 figures for pupils with SEND at Thornton Primary School
EHC plans	4.3%	0.6%
SEN support/SEN without an EHC plan	13.0%	15.3%

Target Tracker is the software tool used at Thornton Primary School to track the progress and attainment of ALL pupils. **Provision Map** is the tool used by Thornton Primary School to evidence targeted provision for pupils with SEND who receive targeted intervention.

SEND type (primary need)	Year 3	Year 4	Year 5	Year 6	Total
Moderate Learning Difficulties (MLD)	0	4	6	15	25
Autistic Spectrum Disorder (ASD)	0	4*	5	2*	11
Speech, Language and Communication Needs (SLCN)	5	12	2	7*	26
Social, Emotional and Mental Health (SEMH)	1	3	2	1	7
Severe Learning Difficulties (SLD)	2	0	1	0	3
Physical Disability/Sensory Needs (PD/SN)	0	0	1	0	1
Hearing Impairment (HI)	1	0	1	0	2
Other Difficulty/Disability	1	0	1	0	2
No Specialist Assessment	1	1	0	0	2
Total	11	24	19	25	79

*includes 1 EHCP pupil

Thornton Primary School's most frequent type of SENDs need are Moderate Learning Difficulty (32%) and Speech, Language and Communication (33%). Moderate Learning Difficulty needs can be met by high quality teaching and differentiation for individual pupils. Speech, Language and Communication Needs is the most common need nationally. Weekly support by the Speech and Language Therapist, targeted interventions using Wellcomm delivered by specialist SEND support, and teaching staff will support pupils with this need.

Nationally, in 2022-2023, the most common type of need among pupils with an EHC plan is autistic spectrum disorder (ASD). Almost one in three pupils with an EHC plan are identified with a primary need of ASD (116,000 pupils). Also, nationally in 2022-2023, the most common type of need among pupils with SEN support are speech, language and communication needs. The primary need identified for 278,600 pupils was speech, language and communication needs. This is followed by social, emotional and mental health needs (229,700 pupils) and moderate learning difficulty (189,400 pupils).

Contextual Data for pupils with SEND

1. **Gender**

Year	Total Males	Males with SEND	Total Females	Females with SEND	Total
Year 3	61	9	59	2	120
Year 4	52	13	67	11	119
Year 5	62	17	56	2	118
Year 6	65	16	55	9	120
Total	**240**	**55**	**237**	**24**	**477**

Of those pupils with SEND and receiving **SEND support**:

- Nationally, in 2022-2023, 62.8% were boys and 37.2% were girls.
- At Thornton Primary School, 72.4% are boys and 31.6% are girls.

There are significantly more boys that receive SEND support than girls.

Of those pupils with an **EHCP**:

- Nationally, in 2022-2023, 72.4% were boys and 27.6% were girls.
- At Thornton Primary School 33.3% are boys and 66.6% are girls.

There are significantly more girls with an EHCP than boys.

2. **Pupil Premium**

	Pupil Premium	Non-Pupil Premium	Total
Year 3	5	6	11
Year 4	19	5	24
Year 5	11	8	19
Year 6	17	8	25
Total	52	27	79

Of those pupils with SEND and receiving **SEND support**:

- Nationally, in 2022-2023, 37.5% were Free School Meals (FSM)
- At Thornton Primary School, 64.5% are Free School Meals (FSM) – this is well above national.

Of those pupils with an **EHCP**:

- Nationally, in 2022-2023, 41.1% were Free School Meals (FSM)
- At Thornton Primary School, 100% are Free School Meals (FSM) – this is well above national.

Exclusions

Nationally, pupils with SEND account for almost half of all exclusions.

Of the 4 pupils who received a fixed term exclusion during 2022-2023, the number of pupils with SEND is 3. Two children receive SEND Support and have a SEND Support Provision Plan and one has SEND support.

Accessibility Planning Objectives
(for anticipatory reasonable adjustments)

The school building is an amalgamation of several additions to the original 1930's build, with interior corridors being added on and additional classrooms built as required. The most recent addition is a two-storey teaching block which hosts classrooms and a pastoral room known as the Chatterbox Room. This is a fully accessible part of the school with a lift to the first floor, dual height handrails on the stairs, a disabled toilet and wider doorways. As the school is continuously in a programme of refurbishment, the school continues to make attempts to increase physical accessibility through ramps being fitted, although the original classrooms still have interior steps and restricted floor space in some instances.

School: Thornton Primary School

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SENDCO/Inclusion Manager**
- **Site Manager**

Dates: From April 2022 to April 2025 (3years)

Objective 1: Increasing the extent to which everyone can participate in the school curriculum.

Target (Intent)	Strategies (Implementation)	Timescale	Responsibilities	Success Criteria (Impact)
To ensure Quality First teaching for ALL Pupils.	Co-construction of Year Group Overviews from specialist SEND support.	At least one formal annual review	HoY, SENDCO, Subject Leaders and specialist agencies	Year group yearly overviews include special assemblies to celebrate differences within the community. Themed days/raising awareness weeks for specific SEND needs. CPD opportunities from specialist services for subject leaders/HOY (Dyslexia, SLCN)
	SENDCO to attend planning meetings to support short-term planning.	On-going, responsive to specific needs	SENDCO	Short-term planning explicitly shows differentiation by task, adult support, outcome, task,

			resource/presentation and feedback. Books of pupils with SEND will clearly show that appropriate scaffolds are being used to achieve learning outcomes.
	Personalised curriculum for pupils with complex needs, pupils with a SSPP and an EHCP.	On-going, responsive to specific needs. Greater focus during transition periods.	SEND Team, external agencies	SENDCO and SEND TAs will lead tailored planning meetings to support pupils with complex needs. Annual EHCP/SSPP reviews will evaluate provision in addressing long term and short-term outcomes. Pupil books will show evidence of an individulaised curriculum.
	Whole-school CPD to develop inclusive teaching and learning approaches.	On-going, responsive to specific needs	SENDCO, external agencies	Staff will increase their knowledge around inclusive practice to ensure all pupils with SEND continue to make good progress from their starting points.
	Targeted CPD to meet the needs of specific SEN needs.	On-going, responsive to specific needs	SEND TEAM, external agencies	Tailored CPD to be offered to HoY/CT based on the SEND needs within their year group/classes.
	Transition package in place.	Transition period – Summer term	SEND Team	Early transition will be offered to pupils who will need additional support preparing for change. The transition package will enable a smooth transition by easing parent/pupil anxieties, building positive relationships with unfamiliar adults and understanding new expectations.
		On-going.		Monitoring on provision Map will show that all pupils with SEND

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	Staff use Provision Map to track progress of pupils with SEND.	Formally on a half-termly basis.	All staff, SEND Team	are making good progress when reviewing Learning Plans and Interventions. All pupils with SEND will have a Pupil Passport providing an overview of their needs, strengths and difficulties. SEND toolkits will be shared on Provision Map to enable all staff to track pupils' progress across each core subject. Assessments and reports completed by external agencies will be shared on Provision Map to support the planning process and delivery of teaching.
To further develop the whole-school curriculum to ensure it includes examples of disability and learning difficulties.	Themed days or weeks reflecting a particular disability.	At least one formal annual review	SLT, Subject Leaders, SEND Team	Year group yearly overviews include themed days/special assemblies. Staff and pupils will be more familiar with diverse disabilities.
	PHSE lessons to represent diversity by including examples/images of SEND	On-going	PSHE Leader, SENDCO	PSHE topics exploit opportunities to represent SEND in a positive manner. Pupils will have an increased understanding of SEND needs that challenges stereotypes.
	SEND parent coffee mornings focused on curriculum, accessibility, etc.	Once a term	SEND Team	Parent/pupil voice will be used to further develop the curriculum further to ensure it is more inclusive.
	Pupil conversations/questionnaire	On-going	SEND Team, Teaching Staff	Positive representation of SEND will increase pupil knowledge and promote an inclusive school community.
	School library has a selection of books about SEND and disability for children to access.	On-going	SEND Team, English Lead	
To ensure that pupils have equal	All facilities outside the classroom environment are appropriate and accessible.	Site Manager, SENDCO	On-going	Ensure that ramps/stairs within the school are identified using colored tape; ensure the

access to extra-curricular activities.				disabled toilet is in complete working order; ensure stair chair, bed used for personal care is checked regularly.
	Off-site visit risk assessments to ensure that pupils with SEND can participate in activities.	HoY, Teaching staff,	Prior to an off-site visit	Risk assessments clearly identify pupils with SEND, including additional provision being made to ensure they can patriciate fully in all activities.
	Access to safe spaces within the school.	SENDCO	On-going	Regulated use of safe spaces around the school.
	Information in the physical environment promotes independence.	Site Manager, SLT, SENDCO	On-going	Communication in the environment exploits the use of visual cues.

Objective 2: Improving the physical environment so everyone can take advantage of education.

Target (Intent)	Strategies (Implementation)	Timescale	Responsibilities	Success Criteria (Impact)
To ensure that the physical environment can be accessed by ALL pupils.	Adaptations will be made to the environment to overcome sensory issues.	On-going, responsive to specific needs	SENDCO, teaching staff, external agencies	Key staff will conduct a sensory audit as part of the graduated approach which will be enhanced at key transition points.
	To increase the visibility of internal steps.	Autumn 2023	Site Manager	Increased visibility of external steps will promote safety and independence.
	To investigate pedestrian access to the main site via Thornton Road.	Autumn 2023	Site Manager	Pedestrian crossings will ensure road safety for pupils with SEND.
	To have access to disabled toilets.	Autumn 2023	Site Manager	Disabled toilets will be checked regularly to ensure they are in full working order.
	Access to a designated car park space.	On-going	Site Manager	Car spaces reserved to secure access to the car park.
	Access to the lift.	On-going	Site Manager	Lift will be checked regularly to ensure they are in full working order.
To ensure we review and develop personal care management within the setting.	Identified staff to manage personal care needs of identified pupils.	On-going and during transition periods	SENDCO, First Aiders	Pupils with personal care needs will be supported daily in school by designated members of staff that have had the necessary training.

	Devise personal care plans.	Annually – September/October	First Aiders	Care Plans will be devised for pupils on an annual basis and will be reviewed/adapted regularly.
	Review personal care equipment.	On-going	PD Services, First Aiders	Personal care equipment will be checked regularly internally, and advice will be sought by PDSS if specialist technical support is required.
	To access support and training from the Physical Difficulties Support Service (PDSS).	On-going, responsive to specific needs	SENDCO, Teaching Staff	PDSS service accessed, and appropriate support provided successfully.
Use of assisted technology and specialist equipment to support access for VI, HI and PD pupils.	Regular safety checks of equipment carried out by staff on-site and specialist agencies upon their visits.	On-going	External Agencies, All Staff	Specialist equipment will be checked regularly internally, and advice will be sought by PDSS if specialist technical support is required.
	Ensure pupils with PD have full access to the wider curriculum.	On-going	Teaching staff, SENDCO	Access opportunities shared by Access to Education.
	Extra care and considerations are made for off-site visits.	On-going	HoY, Teaching Staff, SENDCO	Staff will carefully consider the safety of pupils with SEND, considering specific needs, and share relevant documents such as Pupil Passports, Care Plans and individual risk assessments.

Objective 3: Improving the delivery of information so that it is accessible to everyone.

Target (Intent)	Strategies (Implementation)	Timescale	Responsibilities	Success Criteria (Impact)
To ensure information on the school website is easily accessible.	SEND tab on the school website to present information in an easy to digest format.	Review on-going.	SENDCO	SEND and Inclusion page on the school website to be reviewed annually.
	Offer adapted paper copies of SEND information report, SEND policy and Accessibility Plan to parents.	Review on-going. Upon request from staff and parents	SENDCO	Policies are reviewed with staff and parents formally on an annual basis.
	Utilise the use of bilingual staff to translate to parents that are EAL for parents' evening and SEND reviews.	Upon request from staff and parents	SENDCO, Teaching Staff	Bilingual staff are willing to translate on a needs basis.
To promote parental involvement when reviewing policies and documents in relation to SEND.	Offer informal and formal opportunities for gathering parental voice. Encourage an open-door policy.	On-going	SENDCO	SEND team are visible on the school gates in the morning and after school. SENDCO shares her email and encourages parents to contact the school via phone to discuss their child's SEND.
	Host SEND coffee mornings.	Termly	SENDCO	SEND Coffee mornings planned with a focus and are used to enhance parent engagement and involvement.