**Thornton Primary School Accessibility Plan 2018- 2021**

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**Approved by the Governing Body on**

**2nd April 2019**

**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.

**Contextual Information**

*Summary of School October 2018*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Number of Children on Roll*** | ***Girls*** | ***Boys*** | ***Pupil Premium*** |
| *629* | *308* | *321* | *244* |
| *100%* | *49%* | *51%* | *39%* |

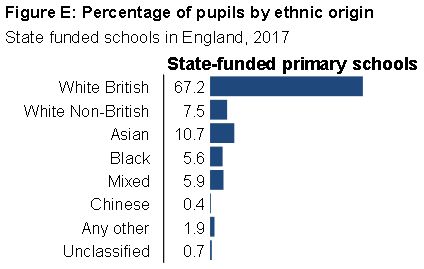
*Summary of SEND Children October 2018*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Total SEND*** | ***Boys*** | ***Girls*** | ***Pupil Premium*** | ***SEND Support*** | ***EHC Plan*** | ***EAL*** | ***Medical Needs*** | ***Communication and interaction*** | ***Cognition and Learning*** | ***Social, Emotional and Mental difficulties*** | ***Sensory and/or Physical Needs*** |
| ***% of SEND*** | 92 | *65* | *27* | *56* | *86* | *6* | *91* | *30* | *9* | *49* | *8* | *8* |
| ***% of School*** | *100%* | *71%* | *29%* | *61%* | *93%* | *7%* | *95%* | *33%* | *10%* | *51%* | *9%* | *9%* |
| ***% National SEND Data*** | *14%* | *15%* | *8%* | *27%* | *12%* | *3%* | *10%* | *NA* | *22%* | *41%* | *17%* | *5%* |

***N.B. Some Areas of need are co-occurring. Some pupils have had ‘non special/other assessment’. Data collated from SIMs Oct 2018***

***School Ethnicity Data October 2018***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Ethnic Group* | *Number of SEND* | *%of SEND* | *% of Non-SEND* | *Nation % of Ethnicity in Primary\** | *% SEND support* | | *% with EHCP* | *National % with SEND Support* | | *Number without SEND* |
| *AOPK* | *20* | *22%* |  | *11%* | *22%* | | *5%* | *14%*  *14%*  *14%* | | *17* |
| *AMPK* | *42* | *46%* | *11%* | *46%* | | *5%* | *32* |
| *AKPA* | *9* | *10%* | *11%* | *10%* | | *22%* | *10* |
| *BCRB* | *3* | *3%* | *0.3%* | *6%* | *3%* | | *0* | *19%* | | *1* |
| *MWBC* | *1* | *1%* | *0.2%* | *6%* | *1%* | | *0* | *10%* | | *2* |
| *OAFG* | *4* | *4%* | *3.5%* | *11%* | *4%* | | *0* | *NA* | | *3* |
| *WROM* | *1* | *1%* | *2.4%* | *2%* | *1%* | | *0* | *26%* | | *1* |
| *MABL* | *1* | *1%* | *0.2%* | *6%* | *1%* | | *0* | *NA* | | *1* |
| *MWAP* | *1* | *1%* | *1.3%* | *6%* | *1%* | | *0* | *10%* | | *1* |
| *OARA* | *2* | *2%* | *0.6%* | *2%* | *2%* | | *0* | *NA* | |  |
| *BSOM* | *2* | *2%* | *1.9%* | *6%* | *2%* | | *50%* | *NA* | |  |
| *ABAN* | *5* | *5%* | *3.5%* | *11%* | *5%* | | *0* | *13%* | |  |
| *OOTH* | *1* | *1%* | *0.5%* | *2%* | *1%* | | *0* | *13%* | |  |
| *92* |  | | | *100%* |  | | |  | |



***National Data for state funded schools, 2017\****

Thornton Primary School was founded in 1930 and has been both a Primary school and junior school. Currently it is a Primary school with a 629 pupils on role. From the above statistics it is evident that much higher percentage of pupils classed nationally as from Ethnic Minorities and a very low number of WENG children. The school is situated in Ward End which according to the National Statistics Indices of Deprivation 2011 had a Rank of Total Deprivation equalling 3689 out of 32482 placing it in the 25% of most deprived neighbourhoods in Birmingham, with one of the poorest living environments on average in the city.

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 was an inclusion and Pastoral room known as the Nest. This is the most 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. During its additions and refurbishments the school has made attempts to increase physical accessibility through ramps being fitted although the original classrooms still have interior steps and restricted floor space in some instances.

**Accessibility Planning Objectives (for anticipatory reasonable adjustments)**

**School: Thornton Primary School**

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

## The Governing Body

* **Head Teacher**
* **Inclusion Leader**
* **Site Manager**
* **SENCo**

**Dates: From October 2018 To October 2021 (3years)**

**Accessibility Plan Code**

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

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

I: Improving the delivery of information so that it is accessible to everyone?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Accessibility Planning Code**  (C,E,I) | **Actions** | | | **Evidence**  to be collected to measure progress | **Dates**  (from and to) |
| **How** | **Who**  (Lead person) | **Resources** |
| **To ensure the progress and participation of children with social and communication difficulties.** | **C, E, I** | Teaching staff and support staff training and empowerment in use of strategies to embed Quality First Teaching (refer to Curriculum page the school website)  Support staff training on delivering targeted interventions for SEND pupils’ | SENCO | Specialists and INSETs as required.  SEND Team | Language and Literacy Toolkit.  Fully accessing all lessons (observations and monitoring)  Support staff observations and evidence on school’s data tracking system | **Oct 2018 - ongoing with regular monitoring of data and staff INSET** |
| Transition package in place. | SEN Staff and Whole School input | Meetings with all stakeholders |
| Use of one page profile for staff information and ensuring children and parent’s participation.  Use of Provision Map software to track finer rates of progress. | SEN Staff and Whole school input.  SEN Staff and Whole school input. | Meetings with all stakeholders. |
|  |  | To establish a Growth Mind-set amongst SEND pupils’ | SENCO  SEND Team  All staff | Staff INSET | Monitoring  Pupil voice |  |
| **To ensure clear, straight forward and simple communication with parents and the community.** |  | To review the access of the School Information Report for parents with English as an Additional Language. | SENCO  SEND TEAM | To host a SEND pupil parent coffee morning to review and improve the accessibility the SEND Information Report. | Parent/pupil voice  School website | **Oct 2018** |
| **To increase the visibility of internal steps.** | **E** | Site manager to be informed. | Head teacher |  | All internal steps will be clearly identified by markings. | **Oct 2018 – Oct 2021** |
| Resources purchased. | Site Manager/Bursar | Site budget |
| Steps identified with tape/paint at suitable time. | Site Manager | Paint/Tape as required. |
| **To investigate pedestrian access to the main site via Thornton Road.** | **E** | Advice sought from Birmingham City Council regarding adaptations and if required planning application submitted and work commissioned.  Pedestrian gates marked in red on the school map.  Vehicle gates marked in yellow on the school map to ensure access for emergency vehicles. | Senior Leadership Team and Site Manager  Site Manger | Funding for adaptations and planning permission | Entrance to the main site will be fully accessible via a ramp. | **Oct 2018** |
| **To develop the participation and consultation procedures of parents and children with disabilities in school decisions.** | **I** | Coffee mornings to be booked as per focus requires. Children’s views sought during children’s questionnaire and completion of one page profiles. | SEN Team | Funding for outside speakers, coffee, tea, milk and cakes. | Register of attendance and views recorded during consultations | **Oct 2018** |
| **To review personal evacuation procedures.** | **E, I** | Children with VI, HI, ASD or Physical needs to be identified and have a personal evacuation plan compiled – where necessary the input of outside agencies to be sought.  All VI and HI pupils have been cleared for no pep required by outside agencies.  Use of visual aids such as the Fog horn to enable all pupils’ to respond efficiently.  Exits marked in blue on the school map. | SEN Team  Site Manager | Meetings with staff and outside agencies. | Personal evacuation procedures to be in place, with staff knowledgeable (all staff including dinner staff and office staff).  Children informed of the procedures in place in readiness for need.  Regular practise drills to evaluate effectiveness | **Oct 2018 and ongoing** |
| **To ensure key members of staff are trained in personal care management and that their job description reflects this responsibility.** | **E,I** | Where necessary future support staff vacancies to encompass this need.  Selected staff to receive training and when required utilise skills learnt for the benefit of the children.  All staff to be aware of pupils with personal care needs and provide additional support to these pupils enabling an increased independence. | SENCO  SLT  All staff members | Meetings,  Training costs,  Adjustments to job specifications. | Discussing in Pupil Progress Meetings/Extended Leadership Team | **Oct 2018 – ongoing.** |