

Accessibility Plan Policy

2021/2022

Date of Approval:	14/10/2021
Approved by:	Local Academy Board
Date of next Review:	September 2024



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Preface

Thornhill Academy staff, in accordance with our aims and values, work to serve our community by providing an education of the highest quality. We strive to ensure that “Learn to Live” is a reality, promoting the growth of knowledge and learning. At Thornhill Academy we take pride in developing each individual student to achieve their potential and make a positive contribution to society. We provide a safe, happy, and nurturing environment in which we challenge all to strive for personal accomplishment within a broad, vibrant and enriched curriculum.

This policy and its associated procedures are based on these key aims and values.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled students

At Thornhill Academy, we aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

“Consilium Academies is an inclusive Trust that promotes an equality of opportunity and well-being in a caring and nurturing environment.”
Consilium Charter

The accessibility policy and plan will be made available online on the school website, and paper copies are available upon request.

Thornhill Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust Complaints Procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice (2014), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aids or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every year and updated throughout the year if required. The SENCO at Thornhill Academy is K. Neeson. To contact the SENCO please call; 0191 500 7981.

This policy and plan will be reviewed and approved by the Local Academy Board.

4. Links with other policies

This accessibility policy and plan should be used in conjunction with the following policies and documents:

- Risk management policy
- Health and safety policy
- Special Educational Needs and Disabilities (SEND) policy and information report
- Equality and diversity policy
- Supporting students with medical conditions policy

5. Accessibility Plan

Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Increase access to the curriculum for students with a disability	Students are screened with a CAT 4 assessment in Year 7, to inform identification and support strategies including assessment for exam access arrangements.	KNE/ CCR	November 2021	Students requiring additional support are identified through the schools SEN processes.
	To screen all Years 7, 8, 9 and 10 reading ability to inform identification and support strategies including assessment for exam access arrangements.	KNE/ CCR	November 2021	Additional interventions are identified and delivered for students who require above and beyond additional curriculum support.
	Information made available to parents/carers and students through the academy website, classcharts and parental meetings. This includes information around reading and literacy.	Departmental Leads CCR/MBA	Ongoing	Exam Access Arrangements are put in place to support students with SEND in line with JCQ requirements. Parents will be informed of topics that students are studying, so that they are able to offer additional support for their child outside of school.
	Liaise with specialist agencies to ensure that strategies are used to support both emotional wellbeing and teaching and learning where appropriate. Reasonable adjustments will be put in place for in line with recommendations.	KNE	Ongoing	Support for each child with a disability within the school will be bespoke to the child and meaningful in improving outcomes.
	All students receiving interventions outside of their broad and balanced curriculum, will be supported by staff to catch up on any work missed, so that they are able to continue progress within subject areas.	KNE	Ongoing	Students with a disability will not be disadvantaged by interventions that they receive, due to additional support provided to ensure that they are kept up to date with skills and knowledge provided within the lessons that they have missed.

	<p>Staff to receive training as part of their continuous professional development around SEND, to support high quality teaching within the classroom</p> <p>Laptops to be available for students with disabilities, to support their ability to record and respond within lessons.</p>	<p>MBA/ KNE</p> <p>KDI/ KNE</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All staff deliver lessons that are inclusive, as a result of understanding the individual needs of students within their classroom.</p> <p>No student will be disadvantages as a result of their disability when it comes to preparing class work.</p>
Improve and maintain access to the physical environment	<p>Site inspection and action plan to be created, to improve access for students with both temporary and long-term physical impairments.</p> <p>Alternative signposting system to be developed for students with SEN, that support navigation around the school site.</p> <p>An audit is taken of classroom environments, in conjunction with student voice, to ensure that teaching staff receive advice on how to make their classroom environments more environmentally accessible to students with SEND.</p>	<p>KNE/ BSO</p> <p>KNE/ BSO</p> <p>KNE</p>	<p>Ongoing – termly</p> <p>January 2022</p> <p>January 2022 (audit) Ongoing</p>	<p>Thornhill recognises that it's building is on differing levels but makes adjustments to ensure that it is accessible.</p> <p>SEND students are supported with clear visuals to help them navigate the site.</p> <p>Staff teachers create a warm and welcoming environment for students to learn in, which is clean and tidy. Visuals support learning and do not discourage students from learning due to over stimulation.</p>
Improve the delivery of information to students with a disability.	<p>To encourage positive attitudes through developing inclusion in activities- positive visual images and visible role models.</p> <p>All students will be invited to participate within their SEND reviews.</p> <p>All staff will present work and</p>	<p>KNE/ Learning support department</p> <p>KNE</p> <p>KNE/ MBA</p>	<p>December 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students increasingly to not see disability or SEN as a barrier to activity completion.</p> <p>After school and in school clubs will include a range of all students, including those with SEND.</p> <p>Students will not be</p>

	<p>tasks in a way that supports students with visual stress and impairments, by ensuring that text is presented in a font that is dyslexia friendly and all digital presentations have an off-white background.</p> <p>Student voice for students with SEND will be taken each half term, to support in the shaping of whole school developments. Results of the surveys and actions taken, will be shared through student councils.</p>	MHA/ KNE	Ongoing	<p>disadvantaged as a result of their disability and are able to access written materials within the classroom, as a result of adjustments to the way information is presented.</p> <p>Identification of issues that impact on SEND students will be timelier. SEND students in school will be confident in knowing that staff at Thornhill support them by taking action where issues impact upon them.</p> <p>Teachers use dyslexia friendly resources.</p>
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6. Policy History

Accessibility Policy			
Creation Date	Staff	Version	Status
October 2021	K Neeson	1.0	Approved by the Local Academy Board 14/10/2021