



## Accessibility Policy

At Thrybergh Primary we are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

We have high expectations of all pupils.

We are committed to taking positive action in light of the Equality Act, 2010 with regard to disability. We are a very inclusive school and are eager to promote a culture of support and awareness within the school.

The Equality Act, 2010, defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition, the Special Educational Needs (SEN) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and schools have been obliged to take account of this Code.

Thrybergh Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The Staff at Thrybergh Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- setting suitable learning challenges, including individual education plans (IEP) responding to children's diverse learning needs,
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual aids,
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs and sports days.

When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks
- visual presentation of information and timetables
- use of appropriate fonts and font sizes.

This Accessibility Policy will be:

- reviewed annually by the Health and Safety and Premises Panel which will make appropriate recommendations to the Governing Body and the Head Teacher
- incorporated into the School Development Plan
- shared with all members of staff
- available from the School Office.

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### **Physical Environment of the School**

Thrybergh Primary School comprises of 3 sections (Foundation Stage, KS1 and KS2). The 3 sections are connected by an internal link.

Within the school buildings there are corridors providing good disabled access to all areas. The entrance is approached by a slight ramp with a single door leading into the reception area. There is a low window in reception for visitors in wheelchairs. The car park has a designated area for disabled parking. This is immediately outside the kitchen area.

The school building is all on one level with two disabled toilets. All doors comply with current fire regulations and are wide enough for disabled access. The majority of rooms have good access from the corridors (with exception of 3 classes in KS2. Foundation, KS1 and KS2 all have access to outside spaces.

### **Availability of Accessible Information**

Handouts, information given in class, are available enlarged if requested to meet the needs of pupils with a visual impairment.

ICT is used to display written information in different formats and with different colour backgrounds and fonts.

Fonts used on the school website, are clear and appropriate background colours are used.