



GLASTONBURY THORN SCHOOL

‘Every day getting better in every way’

ACCESSIBILITY POLICY

Origin	GTS
Committee	FGB
Date policy approved	12 th February 2021
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Date for next review	Spring Term 2026

Revision History			
Version	Date	Author	Summary of Changes
1	October 2022	J Cursley	Review – no changes
2	January 2025	J Cursley	Additions: 1.2, 1.5, 3, 4, 5, 6, 7, 8, 14.1 (support Plans), Edits 2.1, Removal of appendix C, Removal of consultation,

1. Introduction and aims

- 1.1 Glastonbury Thorn School believes in providing every opportunity to develop pupil's full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.
- 1.2 Within our school values and ethos, we clearly state the importance of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.3 We offer wheelchair access, disabled toilet facilities and clearly marked steps and yellow markings etc. for people with visual impairment, where appropriate.
- 1.4 In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.
- 1.5 This plan is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

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

2. Removing Barriers

- 2.1 The school must make reasonable adjustments to ensure that pupils and members of staff and the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.
 - We do not treat disabled pupils or visitors less favourably for a reason related to their disability

- We make reasonable adjustments for disabled pupils and visitors, so that they are not at a substantial disadvantage
- We do not discriminate against anyone as explained in the Equality Act 2010
- We do not allow any form of harassment of people with a disability
- We promote positive attitudes towards anyone living with a disability
- We remove barriers which may discourage disabled people from playing a full part in the life of the School
- We encourage full participation by everyone in the activities of the school

2.2 The accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the school will address the priorities identified in the plan.

3. The Physical Environment/Facilities

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors. We will endeavor to improve provision for disabled pupils and staff by developing the physical environment of the school. Where necessary, we will try to improve the following:

- Access to the school, by installing ramps and handrails
- Movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight
- Accommodation within the building, by providing toilets for disabled pupils, soundproofing for pupils with impaired hearing, and medical rooms
- Information and communication technology, by selecting appropriate hardware and software
- Signage, by putting it in clear print

4. The Curriculum

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities.

It considers provision for teaching and learning and the wider curriculum of the school such as participation in school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. If necessary, the needs of staff with disabilities will also be considered to ensure that they are able to deliver fulfil their role in delivering the curriculum and securing the progress of all pupils.

Many of the adjustments we make are dependent upon individual needs, and we ensure an individualised approach through Support Plans and Provision Maps.

We seek to respond to guidance from parents/carers and children. In addition, we welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Occupational Health.

5. Support Services

This looks at access to services that are currently provided within, and external to the school, to support children and families where a disability is identified.

6. Awareness

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

7. Communication of Information

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the school's evaluation and review procedures and updated accordingly on a needs basis.

8. Safeguarding

At Glastonbury Thorn School, Child Protection and Safeguarding is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that children have a right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the process to avert and alleviate any such problems. If any behavior is a concern in relation to safeguarding, Glastonbury Thorn's procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy.

9. Definitions of disability

9.1 A person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term and

- Has an adverse effect on his/her ability carry out normal every day activities.
(A fuller set of definitions can be found in Appendix B)

9.2 A census showing categories and numbers of pupils with disabilities in the school can be found on EDUKEY..

10. Principles

- As an admissions authority our Admissions Policy applies which does not discriminate a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- When recruiting staff, disabled people will not be discriminated against
- Visitors to the school will not be discriminated against due to their disability
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupil in as inclusive a curriculum as possible by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities.

11. Purpose and direction of the School's plan

11.1 The School's Accessibility Action Plan (AAP) (Appendix A) aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

12. Information from pupil data and school audit

12.1 Information about the needs of disabled people will be gathered through

- Pupil admission information
- Parental questionnaire
- SIMS data
- SEN reviews/statements
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

12.2 Achievements of disabled people will be gathered through

- Data analysis (progress made and value added scores)
- Assessment records
- Celebration assemblies, certificates, letters home, etc.

12.3 Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

13. The main priorities in the School's policy

- Increasing the extent to which disabled pupils, young people and adults can participate in the school's curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of the school, including trips and clubs
- Improve the accessibility of written information to disabled pupils, young people and adults.

14. Making it happen

14.1 Audit, management, implementation and monitoring

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Children have individual learning targets, closely monitored and regularly reviewed
- Analysis of value-added figures enables us to measure the impact of intervention and support strategies for children on the SEND Register
- Teaching Assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- The SEN register is kept up to date
- Appropriate and specific intervention programmes for pupils with SEND
- Individual Support Plans and reviews are in place
- Advice is sought from SEN Support Services, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

14.2 Making reasonable adjustments

- We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

(a) the building and grounds

- Structured and supportive playtime/lunchtime activities, such as playground buddies or mentors (Restorative Playleaders and Junior Joes)
- Ensuring all adjustments to current buildings are Equality Act compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit individual needs

(b) learning and teaching

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, and will evaluate and adapt our practice accordingly
- Academic progress is monitored and 'value added' considered
- Additional support (small group or 1:1) will be provided where possible
- Individual targets and Support Plans ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Using assessment data (both core and non-core) and monitoring in school (via observations and EduKey analysis) by senior staff to track and analyse the achievement of all our pupils
- The school has introduced B Squared to assess high needs children to ensure that small steps of progress are monitored and evaluated
- Pages with information about links to disability are built into the School website

(c) communication methods

- Use of interactive whiteboards
- Use of ICT resources including iPads by pupils, including Clicker and Widget
- Visual timetables for some pupils
- Newsletters to parents/carers
- Diary and news pages on the school's website
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats

14.3 The effectiveness of these adjustments will be monitored regularly. Feedback will come from:

- Pupil voice
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

15. Monitoring and Impact Assessments

- 15.1 The Local Governing Body will review the Accessibility Action Plan (Appendix A) annually. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on the disability register.
- 15.2 This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:
- Pupil voice
 - Increasing staff awareness
 - Parental questionnaires
 - Analysis of assessment data
- 15.3 The impact of all the school policies and practices on disability equality will be assessed at the time of review with the Governing Body and SLT.

Glastonbury Thorn School Accessibility Plan 2024-2027

Purpose of the Plan

The purpose of this plan is to show how Glastonbury Thorn School intends, over time, to increase the accessibility of our school for disabled pupils. Glastonbury Thorn School is 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) They have a physical or mental impairment
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities of school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of

education and associated services;

- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Section 2: Aims and Objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

Improving access to the curriculum for pupils with a disability

Aim	Strategy	Outcome	Responsibility	Time Frame
Increase access to the curriculum for pupils with a disability	<p>Glastonbury Thorn offers an adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Audit of CPD needs and specific training, including medical training needs. Greater understanding and skill set of various pertinent medical needs.</p> <p>Pupils to have access to the use of left handed scissors, therapeutic putty, wobble cushions, pencil grips, fidget toys and have access to sensory break equipment such as eardefenders.</p> <p>Pupils will have access to the wide range of accessibility features of the iPad devices to aid learning activities.</p>	Good levels of progress seen amongst all vulnerable sub groups.	Class Teacher SENDCo	Ongoing
Exploitation of technology to support learning for all groups of learners	<p>Support all staff to implement and effectively use technology within the classroom.</p> <p>Use of Ipads for all applicable pupils – source individual apps that are suitable support – staff training provided where applicable.</p>	Increased rates of progress for all learners. Increased staff confidence with these programmes	SENDCo Class Teacher	Ongoing
Widen the availability of physical activity within the curriculum	<p>To enhance outdoor spaces to ensure access for all.</p> <p>Enhance the resourcing of physical development in EYFS.</p> <p>To embed physical breaks as part of individual children’s daily learning activities</p>	Children who are more active, healthy and ready to learn	SENDCo PE Subject Lead	Ongoing

Improving the delivery of written information to pupils

Aim	Strategy	Outcome	Responsibility	Time Frame
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats, including larger print for VI pupils	The school will be able to provide written information in different formats when requested for individual purposes	SENDCo	Ongoing
Make available school newsletters and other information for parents in alternative formats when specifically requested (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested	All school information is available on the Website. Translation option on school website	HT EAL Lead	Ongoing

Improving and maintaining access to the physical environment

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by	Cost
Number of storeys	The School hall is accessed via stairs	Staff aware that wheelchair / buggy access can be made through the lower school hall door	Site Manager Office Staff	Annual	N / A
Corridor Access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing	N / A
Emergency escape routes	Labelled well and clearly displayed throughout the school	Continue to ensure signs are maintained	Site Manager SLT	Ongoing	As Required
Any raised surfaces / edges painted in yellow to increase visibility	Yellow is easily seen by VI pupils, reducing the risks of collision and trips	Maintain as required	Site Manager SENDCo	Ongoing	Cost of paint and labour cost

Next Review on or before:

September 2025

This policy will be reviewed annually and approved by the Governing Board on an annual basis

DEFINITIONS OF A DISABILITY

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD
- physical impairment

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects

- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence. From January 2008 this will be part of our job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	

Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	