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Thongsley Fields Primary & Nursery School

# Accessibility Policy

Inclusion

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# Thongsley Fields Primary & Nursery School

## Accessibility Policy

### 1. Introduction

At Thongsley Fields, we aim to develop the full potential of every individual pupil and member of staff in our care, including those with additional needs and disabilities. We are committed to equality of opportunity and provision for all.

### 2. The Law

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, Local Governing Bodies have had three key duties concerned with pupils with disabilities, under part 4 of the DDA and subsequently included in the 2010 Equalities Act. These duties are:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to those with disabilities.

### 3. Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled. Under relevant planning duties, schools, academy trusts and Local Authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA defines a disabled person as someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal "day to day activities". Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA "substantial" means "more than minor or trivial". "Long term" means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil's ability to carry out normal day to day activities is adverse, substantial and long term. It is a requirement that the school should have an accessibility plan that is resourced, implemented and reviewed and revised as necessary.

### 4. Identification

A pupil's disabilities are usually identified by their parents, carers or previous educational establishments e.g. schools or pre-school settings, through transition and/or admissions processes. Disabilities can also be identified at any point during a pupil's school career.

The school's accessibility plan is broken down into six key areas:

1. Information about pupils with disabilities

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2. Maximising the extent to which pupils with disabilities can participate in the school curriculum
3. Ways in which the school organisation impacts on disabled pupils
4. The physical access to the school site
5. Outcomes for pupils with disabilities
6. Management, co-ordination and implementation of the accessibility plan

#### **4.2 Information about pupils with disabilities**

Information is gained from pupil data on transition and that which is given by parents/carers. All data about these pupils is recorded on our administration system and Special Educational Needs and Disability register. This information is updated regularly.

#### **4.1 Maximising the extent to which pupils with disabilities can participate in the school curriculum**

The national curriculum states that an inclusive curriculum must:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils

Although Thongsley Fields is not required to follow a national curriculum, the school believes in and aims to adhere to this requirement. No pupil will be denied access to any part of the school's curriculum due to disability.

We will always seek to include pupils with disabilities in a full range of extra-curricular activities as far possible. Some pupils, however, may be denied access to certain extra-curricular activities due to disability if the relevant funding for necessary staffing or extra support needed to allow safe participation is not available. The school will work with parents, carers and relevant agencies and authorities to find alternative options.

#### **4.2 Ways in which the school organisation impacts on disabled pupils**

The school is organised in such a way that no pupil with a disability is denied access to the curriculum on site due to timetabling constraints. Risk assessments will be carried out for those pupils who might have an impact on the health and safety of the school community, to ensure safe access to the curriculum for all.

The school aims to ensure that the majority of staff are appropriately trained in Emergency First Aid in order to support any medical emergencies that may arise during school time. Information about pupils with disabilities and/or SEND is available to school staff via the school's management information system, ScholarPack.

#### **4.4. Physical access to the school site.**

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The school is accessible to pupils, staff and visitors with disabilities. Most administrative areas are at ground floor level and although some of our classrooms and shared areas are accessible via steps, alternative no-step access routes and entrances are available. Where necessary, adjustments are made to ensure classes are located in areas that can accommodate pupils with disabilities.

### **4.5. Outcomes for pupils with disabilities**

The Inclusion Lead (SENDCo), in collaboration with the senior leadership team (SLT), analyse outcome data for pupils with disabilities as part of regular scrutiny of pupil progress. For more information, please see the school's SEND Policy, SEND Information Report or ask to speak to the Inclusion Lead.

### **4.6 Management, co-ordination and implementation of the Accessibility Policy**

The SLT and Local Governing Body take responsibility for the school's Accessibility Policy, set clear direction for it and report on it annually, thus enabling the Local Governing Body to fulfil its statutory duties under the DDA.

### **5. Monitoring & Review**

The Senior Leadership Team will review this policy every 3 years.