

Thornton Primary School Accessibility Plan 2015- 2018



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 February 2015

<i>Number of Children on Roll</i>	<i>Girls</i>	<i>Boys</i>	<i>Pupil Premium</i>
<i>723</i>	<i>367</i>	<i>356</i>	<i>247</i>
<i>100%</i>	<i>51%</i>	<i>49%</i>	<i>34%</i>

Summary of SEND Children February 2015

	<i>Total SEN</i>	<i>Boys</i>	<i>Girls</i>	<i>Pupil Premium</i>	<i>SEN Support</i>	<i>Statement Total</i>	<i>EHC Plan</i>	<i>EAL</i>	<i>Medical Needs</i>	<i>Communication and</i>	<i>Cognition and Learning</i>	<i>Social, Emotional and</i>	<i>Sensory and/or Physical</i>
<i>% of SEN</i>	78	60	18	39	68	11	0	36	12	17	60	1	15
<i>% of School</i>	100%	77%	23%	50%	87%	14%	0%	46%	15%	22%	77%	1%	19%
<i>% National SEN Data</i>	18%	51%	49%	ND	15%	3%	NA	18%	ND	ND	ND	ND	ND

N.B. Some Areas of need are co-occurring.

School Ethnicity Data February 2015

<i>Ethnic Group</i>	<i>Number of SEN</i>	<i>%of SEN</i>	<i>% of Non-SEN</i>	<i>Nation % of Ethnicity in Primary</i>	<i>Number with Statement</i>	<i>%with Statement</i>	<i>National % with Statement</i>	<i>Number without Statement</i>	<i>% without Statement</i>	<i>National % without Statement</i>
AOPK	23	29%	32%	4%	6	55%	1.50%	17	25%	18.30%
AMPK	34	43%	38%	4.30%	2	18%	1.50%	32	47%	18.30%
AKPA	13	17%	14%	4.30%	3	27%	1.50%	10	15%	18.30%
BCRB	1	1%	0.40%	1.30%	0	0%	2.30%	1	1%	25%
MWBC	2	3%	0.40%	1.50%	0	0%	1.80%	2	3%	21.40%
OAFG	3	4%	4%	1.90%	0	0%	1.40%	3	4%	17%
WROM	1	1%	1%	5.30%	0	0%	1.20%	1	1%	16%
WENG	1	1%	0.90%	76%	0	0%	1.60%	1	1%	17.40%
MWAP	1	1%	0.40%	1.90%	0	0%	1.30%	1	1%	13.40%
	79				11			68		

N.B. National Data groups AOPK, AMPK and AKPA together as Pakistani so have used that %

National Data does no list OAFG so have used the data for AOEG

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 723 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 seven classrooms, a Special Educational Needs teaching room and staff room. 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

Dates: From February 2015 To February 2018 (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	Staff training and empowerment in use of strategies.	Senior SENCO	Specialists and INSETs as required.	Language and Literacy Toolkit. Fully accessing all lessons (observations)	Spring 2015 - 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.	SEN Staff and Whole school input.	Meetings with all stakeholders.		
To increase the visibility of internal steps.	E	Site manager to be informed.	Head teacher		All internal steps will be clearly identified by markings.	Feb 2015 – Sept 2015
		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	Senior Leadership Team and Site Manager	Funding for adaptations and planning permission	Entrance to the main site will be fully accessible via a ramp.	Summer 2015 onwards
To investigate the required adaptations to the self-care room in The Lodge.	E	Advice sought from Occupational Therapy service regarding suitable adaptations to existing room.	SEN Team	Funding for adaptations if required.	Self-care room will be accessible via height and access of features.	Summer 2015
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	Spring 2015 and ongoing
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.	SEN Team	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.	Spring 2015
To ensure key members of staff are trained in personal care management and that	E, I	Discussion with staff who would be willing to participate in training and the adjustment of their job specification.	SLT	Meetings, Training costs,	At least one member of staff to be trained in personal care management and	Summer 2015 – ongoing.

their job description reflects this responsibility.		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.		Adjustments to job specifications.	able to facilitate the inclusion of children requiring personal care.	
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