

Thornton Primary School Accessibility Plan 2018- 2021



Approved by the Governing Body on

2nd April 2019

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 October 2018

Number of Children on Roll	Girls	Boys	Pupil Premium
629	308	321	244
100%	49%	51%	39%

Summary of SEND Children October 2018

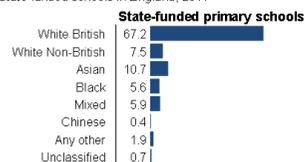
	Total SEND	Boys	Girls	Pupil Premium	SEND Support	EHC Plan	EAL	Medical Needs	Communication and interaction	Cognition and Learning	Social, Emotional and Mental difficulties	Sensory and/or Physical Needs
% of SEND	92	65	27	56	86	6	91	30	9	49	8	8
% of School	100%	71%	29%	61%	93%	7%	95%	33%	10%	51%	9%	9%
% National SEND Data	14%	15%	8%	27%	12%	3%	10%	NA	22%	41%	17%	5%

N.B. Some Areas of need are co-occurring. Some pupils have had 'non special/other assessment'. Data collated from SIMs Oct 2018

School Ethnicity Data October 2018

Ethnic Group	Number of SEND	%of SEND	% of Non-SEND	Nation % of Ethnicity in Primary*	% SEND support	% with EHCP	National % with SEND Support	Number without SEND
AOPK	20	22%		11%	22%	5%	14%	17
AMPK	42	46%		11%	46%	5%	14%	32
AKPA	9	10%		11%	10%	22%	14%	10
BCRB	3	3%	0.3%	6%	3%	0	19%	1
MWBC	1	1%	0.2%	6%	1%	0	10%	2
OAFG	4	4%	3.5%	11%	4%	0	NA	3
WROM	1	1%	2.4%	2%	1%	0	26%	1
MABL	1	1%	0.2%	6%	1%	0	NA	1
MWAP	1	1%	1.3%	6%	1%	0	10%	1
OARA	2	2%	0.6%	2%	2%	0	NA	
BSOM	2	2%	1.9%	6%	2%	50%	NA	
ABAN	5	5%	3.5%	11%	5%	0	13%	
OOZH	1	1%	0.5%	2%	1%	0	13%	
	92				100%			

Figure E: Percentage of pupils by ethnic origin
State funded schools in England, 2017



National Data for state funded schools, 2017*

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 629 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 an inclusion and Pastoral room known as the Nest. 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

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **Site Manager**
- **SENCo**

Dates: From October 2018 To October 2021 (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	C, E, I	Teaching staff and support staff training and empowerment in use of strategies to embed	SENCO	Specialists and INSETs as required.	Language and Literacy Toolkit.	Oct 2018 - ongoing with regular

social and communication difficulties.		Quality First Teaching (refer to Curriculum page the school website) Support staff training on delivering targeted interventions for SEND pupils'		SEND Team	Fully accessing all lessons (observations and monitoring) Support staff observations and evidence on school's data tracking system	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. Use of Provision Map software to track finer rates of progress.	SEN Staff and Whole school input. SEN Staff and Whole school input.	Meetings with all stakeholders.		
		To establish a Growth Mind-set amongst SEND pupils'	SENCO SEND Team All staff	Staff INSET	Monitoring Pupil voice	
To ensure clear, straight forward and simple communication with parents and the community.		To review the access of the School Information Report for parents with English as an Additional Language.	SENCO SEND TEAM	To host a SEND pupil parent coffee morning to review and improve the accessibility the SEND Information Report.	Parent/pupil voice School website	Oct 2018
		Site manager to be informed.	Head teacher			

To increase the visibility of internal steps.	E	Resources purchased.	Site Manager/Bursar	Site budget	All internal steps will be clearly identified by markings.	Oct 2018 – Oct 2021
		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. Pedestrian gates marked in red on the school map. Vehicle gates marked in yellow on the school map to ensure access for emergency vehicles.	Senior Leadership Team and Site Manager Site Manger	Funding for adaptations and planning permission	Entrance to the main site will be fully accessible via a ramp.	Oct 2018
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	Oct 2018
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	Oct 2018 and ongoing

		<p>All VI and HI pupils have been cleared for no pep required by outside agencies.</p> <p>Use of visual aids such as the Fog horn to enable all pupils' to respond efficiently.</p> <p>Exits marked in blue on the school map.</p>	Site Manager		<p>place in readiness for need.</p> <p>Regular practise drills to evaluate effectiveness</p>	
<p>To ensure key members of staff are trained in personal care management and that their job description reflects this responsibility.</p>	E,I	<p>Where necessary future support staff vacancies to encompass this need.</p> <p>Selected staff to receive training and when required utilise skills learnt for the benefit of the children.</p> <p>All staff to be aware of pupils with personal care needs and provide additional support to these pupils enabling an increased independence.</p>	<p>SENCO</p> <p>SLT</p> <p>All staff members</p>	<p>Meetings,</p> <p>Training costs,</p> <p>Adjustments to job specifications.</p>	<p>Discussing in Pupil Progress Meetings/Extended Leadership Team</p>	<p>Oct 2018 – ongoing.</p>