



Thameside Primary School

Accessibility Plan

Last reviewed: July 2022

Document Control			
Review Period	24 Months	Next Review	July 2024
Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school
<i>Based on Trust template September 2020</i>			

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is to nurture life-long learners who are aspirational, courageous, creative and kind. Everything we do is underpinned by our values of respect, responsibility, resilience, resourcefulness and reflectiveness.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils where this is needed</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with SEND</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all pupils. Adaptations are made where necessary.</p> <p>Specialist advice is sought from a range of outside agencies and actions are put in place.</p>	<p>Differentiation is in place so that all pupils can access the curriculum, are challenged and make good progress. (ST)</p> <p>All staff are trained in specific SEND needs with bespoke training for staff working with key pupils. (Program to cover specific SEND needs over the year/years: e.g. ASD, ADHD, Attachment, Visual Impairment, Cerebral palsy, Diabetes, Asthma, Haemophilia etc.) (MT)</p> <p>SEND targets introduced, tracking in place, impact measured. (MT)</p> <p>Curriculum review completed to include the new Ofsted framework with a focus on 'broad and balanced' including SEND pupils. (LT)</p> <p>Meetings with external advisors e.g. speech & language, hearing, visual impairment, school nurses.</p>	<p>Regular monitoring of T&L includes differentiation and quality of T&L for SEND pupils.</p> <p>Staff training to ensure effective differentiation and assessment is in place (for key pupil groups and individual pupils).</p> <p>Preparation of personalised resources as and when required e.g. Visual timetables</p> <p>Target setting for SEND pupils completed in termly</p> <p>Curriculum review to ensure provision for SEND pupils as part of the LT planning process.</p> <p>Advice is reviewed for existing pupils. Advice sought for new pupils/issues as required</p>	<p>SLT</p> <p>SENDCo</p> <p>All teaching staff/ SENDCo/SLT</p> <p>Teachers/ SENDCo</p> <p>HT</p> <p>SENDCo</p>	<p>See VAT School Improvement Schedule</p> <p>Staff meetings throughout the year</p> <p>Tracking 3x a year</p> <p>Targets reviewed termly and shared with parents/carers</p> <p>July 2023</p> <p>As required</p>	<p>Monitoring shows high quality of differentiation and progress by SEND pupils.</p> <p>Staff are trained in specific SEND needs and impact is seen on standards of T&L as a result.</p> <p>Targets show that SEND pupils are making at least good progress.</p> <p>Curriculum is updated with clear references and adjustments for SEND pupils.</p> <p>Pupils have specialist support to help meet individual needs.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the current needs of pupils as required. However older parts of the school are less accessible and adaptations would need to be made if a pupil's needs couldn't be met by the existing physical environment. Current provision includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Access to disabled toilets and changing facilities 	<p>All pupils are able to access all areas of the school including toilets/cloakrooms and outdoor areas. (ST)</p>	<p>Regular meetings with the VAT premises team ensure that access is improved and maintained. e.g. completion of all risk assessments including PEEPs, clear marking of ramps, disabled parking bays etc.</p>	<p>HT VAT premises team Caretaker</p>	<p>Ongoing – at least termly meetings.</p>	<p>Our school is welcoming to all pupils, parents and visitors who have access needs. Everyone is able to move around and use all the facilities without any difficulty.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • 1:1 communication e.g. through SENDCo/HSLW support 	<p>Information is available to all stakeholders to meet their level of need. (ST) Large print available on request (e.g. provided for a pupil during SATs). New school website is up to date and uses latest technology for mobile devices etc.</p>	<p>Regular meetings with the VAT premises team and SENDCO to ensure that signage and all information is accessible.</p>	<p>HT SENDCO VAT premises team Caretaker</p>	<p>Ongoing and reviewed annually</p>	<p>Information is clear and accessible for all pupils, parents and visitors.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Thameside School Local Governing Body

5. Links with other policies This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy