Accessibility Plan

Thameside Primary School

Last reviewed: January 2019

Document Control			
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Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school
Based on Trust template 01/01/19			

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 statement is 'Every Child, Every Chance, Every Day'. We are committed to enabling every child to achieve their best. We use the British Values and our school rules to create an culture were everyone is respected and discrimination of any form is not tolerated.

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

Physical Environment

Context	Actions
• Wheelchair and disability access • Possible trip hazards for visually impaired pupils/adults	• Audit the accessibility of the school to children and adults requiring a wheelchair. • Add high visibility strips to potential hazards e.g. steps
Success Criteria 　• Site is suitable for visitors/parent-carers. Individual risk assessments in place for permanent or temporary wheelchair users. 　• Hazards for visually impaired are identified and suitably marked.	

Access to the curriculum

Context	Actions
• Curriculum differentiation for personalised needs • PE and Sport • Access to extra-curricular activities for identified children • Access to specialist curriculum equipment	• Review of Sports Premium/PE provision to ensure access of different groups. • Ensure after school club places are offered to children requiring additional support e.g. LAC, children on CP. • SENCo to ensure specialist curriculum equipment is provided where identified by children's Pupil Profiles
Success Criteria 　• All identified children have necessary specialist curriculum equipment e.g. writing boards, chair supports, enlarged texts, equipment for visually impaired children. 　• Review of PP/PE is completed 　• Regular review of vulnerable children to ensure extra-curricular provision is available to those who need it.	

Access to information

Context	Actions
• Adult literacy issues constrain participation and access to written information • Ability to access computer based information e.g receive school communication; electronic payments • Reading materials – e.g. large font books • School signage	• Ensure all communications are available as paper and electronic copies • Where literacy/learning issues are known appropriate support is provided by office staff, HSLWs
Success Criteria 　• Communications are available in paper and electronic copies 　• Parent/carers are able to approach HSLWs/office staff for support 　• Any identified needs are supported e.g. need for enlarged letters	

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 Local Governing Body

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Explain your school's approach here. Examples:* *Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*					

Improve and maintain access to the physical environment	*Explain your school's approach here. Example:* *The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Elevators* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*					
Improve the delivery of information to pupils with a disability	*Explain your school's approach here. Example:* *Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Braille* • *Induction loops* • *Pictorial or symbolic representations*					

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Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				