



Thames View Primary School

Accessibility Plan

24/25

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Aims of the Accessibility Plan

This plan outlines how Thames View Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Local Academy Board (LAB) also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

1.1. The LAB will undertake an annual Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	A need to increase access to the curriculum for pupils with a disability	Staff and T.A.'s involved in Speech and Language provision to proficiently use visual aids, including widgets. Recruitment of Speech and Language TA for the Hub (Spring '24)	Principal, VP (PD/Behaviour), SENCO	Autumn 2024	Staff able to implement basic visual aids with the children on a daily basis in class. Speech and language plans followed and recommendations included in classroom practice and intervention groups.	Spring 2025
Medium term	To improve the access to the curriculum for our EAL learners	EAL Resources in a range of curriculum areas.	Principal, VP (PD/Behaviour), SENCO	Spring 2025	A range of EAL resources available across year groups and subject areas.	Summer 2025
Long term	Parents with SEND struggle to support their child's learning and online home lessons	Provide tablets and other adjustments for parents with SEND	Principal, VP (PD/Behaviour), SENCO	Summer 2025	Pupils with SEND can access lessons	Autumn 2025

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Improve the accessibility of the physical environment for visually and hearing impaired children	Audit of physical environment	Principal	Autumn 2024	School is aware of accessibility barriers to visually and hearing impaired and will make a plan to address them	Summer 2025
Medium term	Learning environment of pupils with visual and hearing impairments is needs to be further developed	Incorporation of appropriate colour schemes	Class Teachers, SENCO	Spring 2025	School has addressed issues barriers identified with learning environments and ensured that they have been fully adapted to include children with visual and hearing impairment	Autumn 2025
Long term	Parents with physical disabilities cannot access school buildings i.e. those who use a mobility scooters	Adaptation to gateways and ramps fitted where necessary at drop off and collection points	Site Team/building contractors	Autumn 2025	School buildings are fully accessible	Autumn 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	School does not know how to make written information accessible for all EAL parents	Schools seeks advice from external advisors and EAL co-ordinator for LA VP (PD and Behaviour) identifies parents who can support with home language for written resources	VP (PD and Behaviour)	Spring 2025	School is aware of accessibility gaps to its information delivery procedures and is addressing these gaps appropriately	Summer 2025
Medium term	Written information is not accessible to pupils with visual impairments Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	Principal, VP (PD/Behaviour), SENCO	Summer 2025 Summer 2025	Written information is fully accessible to children with visual impairments	Autumn 2025
Long term	School website is not accessible to children or parents with SEND and EAL	Audit of website	Principal	Autumn 2025	Website is fully accessible to those with all SEN and EAL	Autumn 2025