



## **Thames View Primary School School Accessibility Policy and Plan**

<b>Policy Scope:</b>	<b>Thames View Primary School</b>
<b>Responsibility:</b>	<b>Local Academy Board</b>
<b>Date Adopted:</b>	<b>February 2021</b>
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# Thames View Primary School

## School Accessibility Policy and Plan

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## **Statement of intent**

Thames View Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## **Motto**

‘Learning, fun and achievement for all’

## **Mission Statement**

At Thames View Primary School, staff are committed to providing an education that enables all pupils to realise their dreams, goals and ambitions. We work in partnership with colleagues, parents and the community, so that pupils achieve academic success and experience personal well-being within a caring and safe environment.

We motivate and engage children by delivering a rich and broad curriculum that inspires our pupils to become life-long and responsible learners.

We promote our values of respect, honesty, friendship, perseverance, responsibility and equality, throughout all we do, so that our pupils are ready to take their place in a constantly changing world.

## **School Values**

Respect, Honesty, Friendship, Perseverance, Responsibility and Equality

## **Our Ethos**

At Thames View, we are committed to helping each child achieve the key elements to well-being in childhood and in later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

We value diversity and promote equal opportunities for all.

We have an ethos of inclusion and value all those who take part in the life of our school community.

## 1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

## 2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils, parents/carers or staff because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

### **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Head of School, in conjunction with the Local Academy Board, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Local Academy Board, will be responsible for monitoring the Accessibility Plan.
- 3.4. The Local Academy Board will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The Head of School will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the Head of School will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Head of School is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The Head of School, Local Academy Board and SLT will work closely with the Trust (THAT) and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The SENCO will work closely with the Head of School and Local Academy Board to ensure that pupils with SEND are appropriately supported.
- 3.11. All staff members and governors will adhere to the standards related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

### **4. Accessibility Plan**

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
  - To increase the extent to which pupils with disabilities can participate in the curriculum
  - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
  - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the Local Academy Board and SENCO every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **7. Curriculum**

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The Subject Leader for each subject and the SENCO will work together to adapt a pupil's SEN Support Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such a large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

## **8. Physical environment**

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is currently designed to support those who are visually impaired.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The Local Academy Board and Head of School will review the policy in collaboration with the SENCO.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

## Appendix A – Accessibility Plan Template

Due to COVID19 school closure from March 2020, many aspects of this plan need to continue into the 2020/21 academic year.

### Planning duty 1: Curriculum

Local Academy Boards must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Leaders/teachers to ensure that the curriculum is accessible to all pupils.	Audit of curriculum as the 2020-21 review is undertaken	Head of School/ teachers/SENCO	2020/21	Leadership / teaching staff are aware of any accessibility gaps in the curriculum, and rectify.	June 2021
	Some staff members do not yet have the skills to support pupils with specific SEND issues	INSET provided to staff members Training for teachers on differentiating the curriculum	Head of School/ external advisors/SENCO	2020/ 21	Staff members have the skills to support children with specific SEND issues	June 2021
Medium term	School trips may not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	2020/ 21	Planning of school trips takes into account pupils with SEND	July 2021
Long term	Pupils with SEND may find it difficult to access some lessons	Provide tablets and other adjustments to pupils with SEND including remote learning	Head of School/IT manager/SENCO	2020/21	Pupils with SEND can access lessons	December 2021



## Planning duty 2: Physical environment

Local Academy Boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome	Review
Short term	Site management unsure if the school's physical environment is accessible	Audit of physical environment / H&S walk to determine accessibility	Building surveyors Premises Manager/Head of School/SENCO	Feb/March 2021	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	April 2021
	Learning environment of pupils with visual impairment may not be accessible	Review the Incorporation of appropriate colour schemes /equipment	SENCO/Head of School/ Premises Manager	Feb/ March 2021	Learning environment is accessible to pupils with visual impairments	April 2021
Medium term	Toilets may not be accessible to all	Review Handrails installed if required	Head of School/ Premises Manager	April 2021	Access to toilets is increased	July 2021
Long term	Children /parents/staff with physical disabilities may not be able to access school premises and buildings  (September cohort)	Construction work undertaken	Site Manager/building contractors	September 2021	School buildings are fully accessible	October 2021

### Planning duty 3: Information

Local Academy Boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff are unsure whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	March 2021	School is aware of accessibility gaps to its information delivery procedures	May 2021
	Staff do not know how to make written information accessible	School seeks advice from external advisors	SENCO	March 2021	School is aware of local services for converting written information into alternative formats	May 2021
Medium term	Written information may not be accessible to pupils with visual impairments	Provide written information in alternative formats (e.g large print) Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/IT manager	May 2021	Written information is fully accessible to children with visual impairments	July 2021
Long term	School website is not accessible to children / parents with SEND	Audit of website	IT manager	May 2021	Website is fully accessible	Sept 2021