



**Osborne**  
Co-operative Academy Trust



# **Accessibility Policy**

## **Thameside Primary School**

**Last reviewed: September 2023**

**Next review date: September 2026**

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

## **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 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.

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.

### **All children will:**

Be resilient, successful and committed life-long learners (Self-help & Self-responsibility)

Be responsible and independent people who have an understanding and respect for the values, views and feelings of others. (Equity, Equality & Democracy)

Experience a high quality, wide, varied and exciting curriculum and have access to enrichment opportunities (Equality & Equity)

Be aware of and take responsibility for their own personal safety and welfare (Self-help & Self-responsibility)

Experience a positive working relationship between the community, school and parents/carers (Solidarity)

### **All staff will:**

Receive innovative, developmental and effective training

Be supported, cared for, challenged and valued (Equality, Equity & Democracy)

Have consistently high academic standards and expectations for every individual (Equality & Equity)

Feel trusted and empowered to take risks in the classroom (Self-help & Self-responsibility)

Have opportunities to develop and fulfil their potential in leading the school and their own professional development (Self-help & Self-responsibility)

Participate in, contribute to and benefit from partnerships beyond the school (Solidarity)

## **Publication**

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

## **Responsibilities**

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.

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## **Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

## **3. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Our Accessibility Plan is based upon the needs of the school and the school site. We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school. We understand that Thurrock Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in alignment with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by SENCo.

It will be approved by the governing board.

#### **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
- SEND policy
- Supporting pupils with medical conditions policy
- Curriculum policy
- Disability Equality Scheme

- Staff Development policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

### Accessibility Action Plan

Target	Strategies	Timescale	What will success look like?
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	Half-termly reviews	<ul style="list-style-type: none"> <li>• Adapted PE curriculum and resources</li> <li>• Adapted Art curriculum and resources</li> <li>• Adapted events on Sports Days</li> <li>• Use of adapted resources to enable students to access swimming lessons</li> </ul>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Ramps</li> <li>• An elevator</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Ongoing – half termly	<ul style="list-style-type: none"> <li>• All stakeholders will be able to access all parts of the school environment</li> </ul>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Written or typed text on coloured-paper or background</li> <li>• Communication Books</li> <li>• Core Vocabulary Boards</li> <li>• Choice Boards</li> </ul>	<p>April 2024</p>	<ul style="list-style-type: none"> <li>• More information needs to be available in large print</li> <li>• Information in Braille</li> <li>• Induction loops</li> </ul>
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers</p>	<ul style="list-style-type: none"> <li>• Ensure the school staff and governors are aware of access issued (access meaning 'access to' and 'access from')</li> <li>• Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process.</li> <li>• Ensure staff and governors can access areas of school used for meetings.</li> <li>• Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</li> </ul>	<p>Ongoing, as required</p>	<ul style="list-style-type: none"> <li>• SEND provisions and equipment are in place for disabled pupils and all staff are aware of pupil needs</li> <li>• All staff and governors are confident that their needs are met.</li> <li>• Continuously monitored to ensure any new needs arising are met.</li> <li>• Parents have full access to all areas of the school</li> <li>• PEEPs are prepared and reviewed as individual needs change.</li> </ul>

Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</li> <li>• Check exterior lighting is working on a regular basis.</li> <li>• Put black and yellow hazard tapes on poles at end of play equipment to help visually impaired children, if appropriate.</li> <li>• Check flashing beacons</li> <li>• that signal fire alarm activation regularly</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>• Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.</li> </ul>
Accessible car parking	<ul style="list-style-type: none"> <li>• Disabled members of staff and visitors have a place to park in the staff car park.</li> <li>• The gates on the premises and the doors into the building can be opened to allow people with mobility issues/wheel chairs to access the main school building</li> </ul>	On-going	<ul style="list-style-type: none"> <li>• There is a place for disabled members of staff and visitors to park throughout the school.</li> </ul>
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>• Ensure staff are aware of the need to keep fire exits clear</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• All disabled personnel and pupils have safe exit from school.</li> </ul>
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>• Ensure venues and means of transport are vetted for suitability</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All pupils are able to access all school trips and take part in a range of activities</li> </ul>
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>• Review PE curriculum to include disability sports</li> </ul>	Annually	<ul style="list-style-type: none"> <li>• All pupils have access to PE and are able to excel, for example via support from an adult.</li> </ul>
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> <li>• Discuss with staff who run out of school clubs. Support would need to be available. Ensure</li> <li>• there is a way of getting children with mobility issues/wheelchairs to the location</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Disabled children are able to access the location with the support of an adult.</li> </ul>

<p>Ensure support staff have specific training on disability issues</p>	<ul style="list-style-type: none"> <li>• Identify training needs at regular meetings</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Raised confidence of support staff</li> </ul>
<p>Ensure disabled children can move from classrooms to classroom/hall</p>	<ul style="list-style-type: none"> <li>• Make sure the corridors are kept clear from obstructions</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Disabled children can get to other classrooms/hall.</li> </ul>