



Accessibility Plan

Thameside Primary School



This document applies to all academies and operations of Cambrian Learning Trust.

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Document Control			
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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 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.

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 <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 be completed	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers an inclusive curriculum for all pupils.</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</p>	<p>Adaptive teaching practices are in place so that all pupils can access the curriculum (based on EEF research), are challenged and make good progress.</p> <p>All staff are trained in specific SEND needs with bespoke training for staff working with key pupils. (covering SEND needs over the year/years: e.g. ASD, ADHD, Attachment, Visual Impairment,</p>	<p>Regular monitoring of T&L includes quality of T&L for SEND pupils.</p> <p>Staff training to ensure effective adaptations 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>SLT</p> <p>SENDCo</p> <p>All teaching staff/ SENDCo/SLT</p> <p>Teachers/ SENDCo</p> <p>HT</p>	<p>Termly assessment collection point (3x per year)</p> <p>Targets reviewed termly and shared with parents/carers</p> <p>As needed</p>	<p>Monitoring shows high quality teaching 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</p>

	<p>made where necessary.</p> <p>Specialist advice is sought from a range of outside agencies and actions are put in place.</p> <p>A variety of intervention spaces are available in school to ensure that provide effective working spaces for children with SEND.</p> <p>Children with disabilities have appropriate equipment to access their learning</p>	<p>Diabetes, Asthma, Haemophilia etc.)</p> <p>SEND targets introduced, tracking in place, impact measured.</p> <p>Curriculum review completed to include the new Ofsted framework with a focus on 'broad and balanced' including SEND pupils.</p> <p>Meetings with external advisors e.g. speech & language, hearing, visual impairment, school nurses.</p> <p>School to ensure that additional furniture/equipment needed is available such as: overlays, writing ramps, ear defenders</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>Purchase new equipment as required</p>	<p>SENDCo</p> <p>SENDCO</p> <p>SENDCO/HT</p>		<p>are making at least good progress.</p> <p>Curriculum is updated with clear references and adjustments for SEND pupils alongside SEND vision for school.</p> <p>Pupils have specialist support to help meet individual needs.</p>
<p>Improve and maintain access to</p>	<p>The environment is adapted to the current needs of pupils as</p>	<p>All pupils are able to access all areas of the school including</p>	<p>Regular meetings with the VAT premises team</p>	<p>HT Trust</p>	<p>Ongoing – at least termly meetings.</p>	<p>Our school is welcoming to all pupils, parents and</p>

<p>the physical environment</p>	<p>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.</p> <p>Current provision includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Access to disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Fire evacuation procedures are reviewed annually; PEEPs in place 	<p>toilets/cloakrooms and outdoor areas.</p>	<p>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>Annual external full Health and safety audits carried out plus termly trust audits</p> <p>Health and Safety reporting is part of termly leadership report to LGC</p>	<p>premises team Caretaker</p>		<p>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 to pupils and parents. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of IT resources • 1:1 communication e.g. through SENDCo/HSLW 	<p>Information is available to all stakeholders to meet their level of need.</p> <p>Parents with IT/literacy difficulties are able to access information sent</p>	<p>Regular meetings with the trust premises team and SENDCO to ensure that signage and all information is accessible.</p> <p>Annual trust SEND and Inclusion Audit.</p>	<p>HT SENDCO Trust premises team Caretaker</p>	<p>Ongoing and reviewed annually</p>	<p>Information is clear and accessible for all pupils, parents and visitors.</p>

	<p>support</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations 	<p>from school and all parents, especially those who are unable to come to school because of physical difficulties, can easily access information</p> <p>Parents of children with SEND have access to relevant information about where to access help and support, both from school and from external agencies</p> <p>Large print available on request (e.g. provided for a pupil during SATs).</p> <p>New school website is up to date and uses latest technology for mobile devices etc.</p> <p>Policies are accessible on the school website</p>	<p>Children to have their own learning needs met as part of their EHCP's or SEN Pupil Profiles. Outside agencies to recommend resources etc.</p> <p>Sign language and pictorial symbols used to support specific learners.</p> <p>Identify where access to IT is an issue. Meetings with identified parents to discuss concerns/problems they have with accessing information.</p> <p>Establish a school system for recording if a parent has a disability or difficulty accessing information. Office to keep note of parents preferred method of</p>			
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		<p>Local offer is available on the school website</p> <p>SEND meetings 3x/year</p> <p>Pastoral support for families who would benefit from it via Home School Link worker</p>	<p>communication</p> <p>Provide alternative methods of communication.</p>			
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4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website

Appendix A: Accessibility Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys	One storey building			
Corridor access	Wide access corridors	Keep clear of clutter/objects	Caretaker	Daily
Lifts	N/A			
Parking bays	Disabled parking spaces	Ensure that these spaces are kept free and accessible at all times.	All staff	Daily
Entrances	Wide access entrances			
Ramps		Ensure the ramps are kept clear and accessible at all times.	All staff	Daily
Toilets	Disabled toilets	Keep clean and accessible	Caretaker	Daily
Reception area	Large and spacious with wide access doors			
Internal signage	Is visible and updated regularly.	Make sure all signage is visible and up to date.	Caretaker/HT	Termly
Emergency escape routes	Clear and accessible	<p>Make sure emergency escape routes are clear of obstructions and can be accessed easily if needed to in an emergency.</p> <p>Fire exits are signed and ramps are available to allow access out of the school during an emergency.</p> <p>PEEPs are in place for pupils and staff who may need support to exit the school building during a fire alarm.</p>	All staff	Daily

