

THAMESMEAD SCHOOL



School Accessibility

Person Responsible	P.Rodin
Governors Committee	Steering Group
Review Period	Every two years
Date of Review	May 2016
Date of Next Review	May 2018

Statement of General Policy

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality. Thamesmead must have due regard for the need to eliminate unlawful discrimination and promote equal opportunities for disabled people.

We are very aware of our responsibility to promote the elimination of harassment of disabled people, promote positive attitudes and encourage the participation of disabled people in public life. Our vision of a school 'Where learning Comes First' illustrates that our goal is for every member of our community to achieve 'success through learning' built on a foundation of a stimulating, exciting, challenging, enriching and inclusive learning environment enabling all learners to reach and exceed their potential. This will be achieved by:

- Establishing a culture of mutual trust and respect between all stakeholders
- Creating a learning community that is professionally challenging
- Creating a self-evaluative and self-reflective environment.
- Building pride and passion for our work within a culturally diverse, aesthetic and create climate.
- Building a community that respects the celebration of achievement.
- Behaving individually as ambassadors for our work, our achievements and our community within the local, national and international contexts.

Our school site presents some difficulties for physical access as it over a number of levels. Enhanced physical access is facilitated by a lift, ramps and handrails. We will continue, wherever possible:

- To improve the physical access for students and adults with disabilities
- To increase the extent to which students with disabilities can participate fully in the curriculum and additional activities
- To address the diverse learning needs of students with respect to the learning environment and educational services.

Strategics

- Intervention – the plan for accessibility overlaps with activity in other areas of the school that facilitates access to the curriculum for all our students including those with SEND needs.
- Curriculum – we actively promote positive attitudes to all individuals regardless of any protected characteristic which they may have.
- Inspections – regular inspections of the premises are in place, which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.
- Building Works – as building work and developments of the site are undertaken accessibility will always be considered and must be fully accessible for students and adults with physical disability or sensory impairment.

- Anticipation – consultation is in place with other schools to ensure that individual students with particular needs are identified sufficiently early to enable actions, as far as they can be, to be put in place. This could include class location planning to minimise/eliminate limitations that accessibility restraints might otherwise cause.
- Planning – Any new buildings would be constructed to facilitate easy access for all.

Physical Planning

Wherever possible, the school will endeavour to ensure that all stairs, doors and corridors will have sufficient wheelchair access whilst taking into consideration the limitations placed upon the school site.

Stairs

A number of ramps exist to allow wheelchair access to some areas of the school but access remains restricted to some areas. In these areas the space available is insufficient to easily construct additional ramps.

Equipment

The school will obtain the appropriate equipment needed wherever possible.

Health and Safety

The school will be routinely assessed by the designated Health and Safety governor who will report their findings to the governing body.