



School Accessibility

THAMESMEAD SCHOOL

Person Responsible	Mr P Reeves
Governors Committee	Resourcing
Review Period	Every three years
Date of Review	Summer 2020
Date of Next Review	Summer 2023

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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

Thamesmead aims to treat all its pupils fairly, with respect and to ensure their dignity at all times. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 our public life. Our vision of a school where all members uphold our four cornerstones; committed to excellence, nurtures individuals, fulfils potential and respects our community. This illustrates that our goal is for every member of our community to achieve 'success through learning together'. This is built on a foundation of a stimulating, exciting, challenging, enriching and inclusive learning environment enabling all learners to reach and exceed their potential.

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

Thamesmead 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. These include Surrey County Council, Community Nurses, Physical & Sensory Support Services, Occupational Health and Health & Safety Advisors.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff, students and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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 complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. This includes physically active subjects like PE, Design Technology and Drama.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To continue to monitor resourcing in subjects to ensure that accessibility.</p> <p>Continue to look at TA and staff training to ensure that they are identifying where areas can be improved.</p> <p>Transition meetings to identify individual needs to plan ahead.</p> <p>Advice from outside agencies including PSSS, school nurse and occupational health on making the curriculum inclusive and accessible.</p> <p>To increase access for dyslexic children to writing through use of laptops and voice to write software.</p>	<p>Ensure disability aids are bought (weighted hockey sticks, handled cutting boards in food tech etc.) are purchased so students can work independently.</p> <p>Training needs identified and booked with relevant agency</p> <p>CRA to investigate cost with finance</p>	<p>CRA (SENCo) with HEL (Curriculum)</p> <p>SENCo with HoY support</p> <p>SENCo, HoYs & Yr7 transition lead</p> <p>SENCo Medical officers and 1st Aid team</p> <p>CRA</p>	<p>This policy to be provided to all CLs and HoDs so they can review their curriculum</p> <p>Ongoing as needs arise</p> <p>Ongoing for in year applicants and Summer term transition</p> <p>Oct 2020</p>	<p>Students are supported</p> <p>Making progress in each area of the curriculum</p> <p>Their disability is not cited as the reason for lack of progress.</p> <p>Students are using WP and software to access lessons and complete</p>

						written work
Improve and maintain access to the physical environment	<p>The environment is adapted, where practical, to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> •Ramps •Lift •Corridor width •Disabled parking bays •Disabled toilets and changing facilities •Library shelves at wheelchair-accessible height 	<p>To ensure that the canteen is accessible as it currently has steps to access the serving area.</p> <p>(Currently students order and staff collect). In addition there is th Innovate POD (Pod in the quad) now allowing access to a range of food and drink, with the exception of the meal of the day.</p> <p>The mezzanine for yr7 Aut/Spr and yr11 in Summer has stairs – consideration needs to be made if and when access is needed for those yr groups – possible area allocation swap could be considered.</p> <p>Possible lift for access – fund raising would need to be considered</p> <p>TA specifically designated to medical and physical needs to act as a specialist to support the identification and implementation of needs</p>	<p>Site team and Business Manager to be aware and to plan for future and emergency budget and that this will be continuously reviewed based on needs.</p> <p>Monitoring year groups and needs and ensure all SLT are aware of possible considerations</p> <p>TA identified, trained and in position leading.</p>	<p>JSE, SLT & Site Manager</p> <p>SENCo</p>	<p>Long term</p> <p>March 2019 in place</p> <p>Training ongoing</p>	<p>All students can access the servery</p> <p>Students are included in all areas of the school and dignity is maintained</p>
Improve the delivery of information to pupils with a	Our school uses a range of communication methods to ensure information is accessible.	To ensure that communication is accessible for all student	To identify induction loop system need and usage.	SENCo & JSE	ongoing	The site is accessible for all needs VI, HI and physically disabled.

disability	This includes: <ul style="list-style-type: none">• Internal signage• Large print resources• Pictorial or symbolic representations	and parent needs	Develop the use of pictorial or symbolic representations – currently no braille users, but future purchases should include this feature. Site painting and lines/railings need to be visually impaired friendly for future students needs. Timescale ongoing.			
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4. Monitoring arrangements

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

It will be approved by the Governing body and the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
 - Including PEEPs and Individual risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
 - Including Individual Healthcare Plans
 - Wellbeing plans

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>3 storeys – A, B house the main body of rooms and has a lift to access. The 3rd storey, C floor has 5 maths rooms.</p> <p>English department rooms on the B floor have a small set of steps – these do not have a ramp or accessibility lift.</p>	<p>Potential for lift to the C floor but would require journey of two separate lifts. Students with mobility needs are permanently roomed in the B floor maths corridor classrooms. Monitor if needs become greater and re-rooming is not possible.</p> <p>Students in English with mobility needs are roomed in the A floor English rooms.</p>	JSE JMA CRA	ongoing
Corridor access	All corridors are free of clutter, not furniture or items are stored which could cause a hazard or an obstruction.	<p>Ensure all departments have storage space with their classrooms.</p> <p>Carefully monitor additional lockers and width of space. Storage spaces to be identified and departments to clear</p>	JSE JMA	Spring & ongoing

Lifts	<p>One lift from A floor reception to B floor. Has to be manually controlled by an adult.</p> <p>Does mean that students have to wait for an adult. Does this allow for dignity, freedom of movement etc?</p>	Site team and SLT to monitor student's needs – temporary students versus long-term disability/mobility needs.	JSE JMA	ongoing
Parking bays	There are two bays for disabled drivers with a ramp up into the school. One bay is used 4 days a week by a member of staff.	Ensure that disabled bays are clearly marked and kept free from general use. Ensure parents with mobility issues are aware of parking bay.	JSE JMA	Summer 20
Entrances	All entrances have a ramp. All external exits have double doors which can be opened for easier accessibility.	<p>Ensure all handrails are debris free and painted.</p> <p>Pastoral to monitor needs of students and Mrwin to monitor parents visiting school to ensure wheelchair accessibility is maintained.</p>	JSE JMA MIR	ongoing
Ramps	Ramps are all correct height and elevate to the floor level of the internal building	Keep checking that they are clear and function.	JSE JMA	ongoing
Toilets	<p>There is one disabled toilet next to the Jubilee Centre – this is unlocked and does not need a radar key.</p> <p>Other toilets do not have handrails – this does mean students with mobility needs may struggle to balance and navigate as easily.</p>	<p>If planning new toilets and renovating, consider addition of handrails.</p> <p>Identify individual student needs through IHPs</p>	JSE JMA CRA	ongoing

Reception area	Reception area has a ramp, seating and a desk which is lowered for accessibility. Reception is next to the main car park and also the most visited sections of the school, so ensures visitors are able to fully engage with the school's events.	Ensure kept clear for accessibility.	JSE JMA	ongoing
Internal signage	Doors numbers and points are sign posted. Directions around the school are not clear. Visitors would always be escorted and new students would also be buddied up and have navigation sessions. No signs are in Braille – currently no student is registered as VI.	Consider developing braille if needed.	JSE JMA CRA	Ongoing as needed
Emergency escape routes	All routes are debris and clutter free. Ramps and doors are all accessible. Some students with accessibility issues have PEEPs and also students and staff practice 3 times a year.	PEEP format agreed PEEP guidelines agreed PEEP list shared with fire staff and SEND	JSE JMA CRA	ongoing