THAMESMEAD SCHOOL

School Accessibility Policy

Person Responsible	**Mr. P Reeves**
Governors Committee	**Resources**
Review Period	**Every three years**
Date of Review	**Spring 2025**
Date of Next Review	**Spring 2028**

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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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. This includes physically active subjects like PE, Design Technology and Drama. We use resources tailored to the needs of pupils who require support to access the curriculum. This also includes 'practical assistants' in line with JCQ requirements for exams and assessments. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs and that all students can access.	To continue to monitor resourcing in subjects to ensure accessibility. Continue to look at TA and staff training to ensure that they are identifying where areas can be improved. Transition meetings to identify individual needs to plan ahead for accessibility in September. Advice from outside agencies including PSSS, school nurse and occupational health on making the curriculum inclusive and accessible.	Ensure disability aids are bought (weighted hockey sticks, handled cutting boards in food tech etc.) are purchased so students can work independently. Training needs identified and booked with relevant agency (such as VI, HI and PSSS)	SWA (SENCo) with HEL (Curriculum) SENCo with HoY support SENCo, HoYs & Yr7 transition lead SENCo Medical officers and 1st Aid team	This policy to be provided to all CLs and HoDs so they can review their curriculum Ongoing as needs arise Ongoing for in year applicants and Summer term transition	Students are supported Making progress in each area of the curriculum Their disability is not cited as the reason for lack of progress.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevator • Corridor and door width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height A full list of required accessibility adaptations is listed at Appendix 1.	To ensure that the canteen is accessible as it currently has steps to access the serving area. (Currently students order, and staff collect) 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. Possible lift for access – fund raising would need to be considered TA specifically designated to medical and physical needs to act as a specialist to support the identification and implementation of needs	Site team and Business Manager to be aware and to plan for future and emergency budget Monitoring year groups and needs and ensure all SLT are aware of possible considerations TA identified, trained and in position leading.	NSH, SLT & Site Manager SENCo	Long term Training ongoing	All students can access the servery Students are included in all areas of the school and dignity is maintained
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	To ensure that communication is accessible for all student and parent needs	To identify induction loop system need and usage. 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	SENCo & NSH	ongoing	The site is accessible for all needs VI, HI and physically disabled.

			friendly for future students needs.			

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys – A & B corridors house the main body of rooms and has a lift to access. The 3rd storey, C floor has MFL and Computing rooms. These are not wheelchair accessible. English department rooms on the B floor have a small set of up and down steps – these do not have a ramp or accessibility lift.	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 library. Business studies 1C to be taught in 16B to be accessible. Students in English with mobility needs are roomed in the A floor English rooms.	SENCo & AGR for timetabling	Sept and ongoing when group changes
Access to individual classrooms	Drama studio is not accessible due to location	Any lessons are taken place in the JC or alternative suitable classroom	SENCo & AGR for timetabling	Sept and ongoing when group changes
Door width	There are many classroom, office, communal area and WC doors that are not wide enough for wheelchair access	Alternative locations are sought Emergency works as required to meet the needs of staff / students. Ensure any development work includes door upgrades	SENCo & AGR for timetabling NSH for funding / works	As required
Student stools (Science / Art / DT / Food Tech / Textiles)	Stools do not have supporting backs which may not be suitable to student / staff that require additional back support	Future replacements of furniture to include stools with back support	NSH / WCO	As required

Corridor access	All corridors are free of clutter, no furniture or items are stored which could cause a hazard or an obstruction.	Ensure all departments have storage space with their classrooms. Carefully monitor additional lockers and width of space.	NSH & Site team	Ongoing and as required
Lifts	One lift from A-B floor. Has to be manually controlled by an adult. Students have to wait for an adult and this therefore does not allow for dignity, freedom of movement etc.	Site team and SLT to monitor student's needs – temporary students versus long-term disability/mobility needs.	NSH	
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. Consider safety and accessibility of ramp and position of ramp for car.	NSH and site team	
Entrances	All entrances have a ramp. All external exits have double doors which can be opened for easier accessibility. Level paving slabs and drop kerb to pavement to the school main reception entrance for pushchair or wheelchair accessibility	Ensure all entrances have ramp for independent movement. Pastoral to monitor needs of students and MIR to monitor parents visiting school to ensure wheelchair accessibility is maintained. Repairs required to paving and tarmac to the DT rooms.	NSH, MIR, ABA (for pastoral team) Site team	
Push button access	Push button access installed where required and that they are serviced and in good working order.	Doors are opened for ease of entrance / exit. Investigate or repair push buttons that are out of use. Install push button access for doors upon refurbishment projects.	Site team / NSH	

Handrails	All entrances with steps or ramps have handrail which is visible	Ensure handrails are debris free and painted. Install handrails for doors upon refurbishment projects.	Site team / NSH	
Ramps	Ramps are in all entrance doors, are correct height and elevate to the floor level of the internal building	Keep checking that they are clear and function.	Site team	
Barrier / railing to pathway to playground by the science block	Pathway is not level to the ground on the sides	Consider installing barrier or levelling ground	Site team / NSH	
Toilets	There is one disabled toilet next to the Jubilee Centre – this is unlocked and does not need a radar key. There are several accessible toilets in student and staff cubicles.	Ensure toilets have handrails – this is to support students with mobility needs who may struggle to balance and navigate easily.	Site team / NSH	
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 schools events.	Ensure kept clear for accessibility.		
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.	Renew and update signage regularly to ensure clarity. Consider developing braille if needed.	Site team	

	No signs are in Braille – only two students are registered as VI and neither reads braille.			
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 three times a year.	Continuous monitoring and site audits Ensure fire drills are scheduled	NSH / Site team	
General levelling of grounds	There are many areas of the playgrounds and entrance areas that require levelling due to uneven surfaces, raised manholes etc	Grounds risk assessment to be carried out regularly to identify high risk areas that require prompt repairs Consider levelling as part of the site development plans and future CIF bids	Site team / NSH	