



## ***Theale C of E Primary School***

### **Accessibility Plan**

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it, is* this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”  
*John 10:10*

<b>Published on public website</b>	Yes
<b>Links to related policies and procedures</b>	School Development Plan 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
<b>Author</b>	SENDCo
<b>Approved by</b>	Headteacher
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<b>Responsibility for next review</b>	SENDCo

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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.

At Theale Primary School we value the abilities and achievements of all our pupils, and we are committed to providing for each pupil the best possible environment for learning. We firmly believe that *all* pupils have the right of equal access to a broad, balanced and relevant curriculum, which contributes to their spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities and experiences of later life.

The Accessibility plan builds on our School Aims, Philosophy and Curriculum Policy and SEND Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. All children are entitled to an education which is aspirational and helps them to achieve the best they possibly can.

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, including **West Berkshire Council**. We also have a 'soft' federation with Enborne C of E Primary School. The Head teacher at Theale is also Executive Head teacher at Enborne C of E Primary School and Highwood Copse Primary School. Several of our part-time staff also work across both schools

## 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.

### 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
Increase access to the curriculum for pupils with a disability.	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum, e.g. large print, radio aids, visual supports.</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>All pupils on the SEND register have a Support and Achievement Plan (SAP), setting out what support strategies are required for pupils to achieve their outcomes.</p>	<p>All pupils should make good progress, whatever their needs.</p> <p>Identify those pupils who are not making suitable progress and plan suitable interventions to ensure needs are met.</p> <p>Maintain and update SEND register termly</p> <p>Review SAPs at least termly.</p> <p>Meet with pupils and parents to review outcomes and to set new targets.</p>	<p>Staff training in SEND.</p> <p>SENCo support to develop and review SAPs in partnership with parents.</p> <p>Develop use of visual support materials.</p> <p>Purchase of more resources showing examples of people with disabilities.</p>	SENDCo	Termly reviews by SENDCo of children on SEN register and their achievements.	<p>Staff will be confident to plan and deliver a curriculum to meet the needs for pupils, with guidance and support of SENCo.</p> <p>All Pupils will make at least good progress.</p> <p>Progress will be monitored and recorded (See assessment policy for details).</p> <p>All Children, including those on the SEND register will make excellent progress.</p> <p>All pupils will have a sense of belonging and achievement.</p>

We will improve effective partnerships to support children with a disability.	Open door policy which enables all parents to engage (currently within Covid guidelines).	Early support for new children.	Ensure a visit to previous setting or home.  Engage with any professionals involved with a child prior to arrival at Theale.  Establish a relationship with a parent prior to their child moving to Theale primary.	SENDCo/Team Leader/HT	Ongoing	Provision in place to support children on arrival in school.  Parents and carers fully informed as to our practice in supporting children with a disability.  <b>This outcome is ongoing as children and their needs change over time.</b>
Improve and maintain access to the physical environment.	Our brand new building is accessible to all children and their families.	Provision of suitable teaching space for small groups and for individual sessions when needed.  Personal evacuation plans completed for students who are identified as requiring one.	Ensure process in place to share rooms as needed prioritising children with additional needs.  Liaise with parents/carers/health professionals e.g. OT to identify need in order to complete the plan.	DHT/SENDCo	Ongoing.	Pupils will have access to small safe spaces as required.
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: <ul style="list-style-type: none"> <li>Internal signage</li> <li>Pictorial or symbolic representations</li> </ul>	Develop the use of visual symbols and supports throughout the school	Use of visual timetables in each classroom  Review signage throughout the school to ensure use of both text and symbol  Purchase visual supports, such as timers	SENco  Governors  SENco	On-going	Children and adults will have access to signage.

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Completion by
Number of storeys	All teaching spaces are on ground floor.	No Action needed.	N/A	N/A
Corridor access	Corridors are wide and accessible.	No Action needed.	N/A	N/A
Lifts	N/A	N/A	N/A	N/A
Parking bays	Three disabled parking bay in car park at end nearest to reception area.	None needed.	N/A	N/A
Entrances	All entrance doors wide enough to accommodate wheelchairs. The main reception door is automatic to allow wheelchair users to enter/leave independently. All other doors to the outside are heavy and wheelchair users need assistance to enter/ leave.	Consideration of whether a child's access to the playground should be automatic and therefore able to be used independently. However, this must be weighed against need to maintain a safe space where children cannot just leave unsupervised.	HT/SBM	N/A
Ramps	No ramps required as all areas of the school are on same level classrooms.	None needed.	N/A	N/A
Toilets	5 accessible toilets, including two with showers.	None needed.	N/A	N/A

Reception area	Entrance to reception area is through a wide automatic door.	None needed.	N/A	N/A
Internal signage	All internal signage is printed text.	Some internal signage to include picture symbols and braille.	SENDCo and HT	Autumn 23
Emergency escape routes	All emergency escape routes are wheelchair accessible doors.	Evacuation Plan completed for individuals who require assistance.	SENDCo	Ongoing