



**Osborne**  
Co-operative Academy Trust



# **Accessibility Policy**

## **Thameside Primary School**

**Last reviewed: October 2019**  
**Next review date: October 2021**

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

## **Accessibility Policy and Plan**

### **Introduction**

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:-

- *not to treat disabled students less favourably for a reason related to their disability*
- *to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage*
- *plan to increase access for disabled students*

### **The Policy**

#### **Definition of Disability**

Disability is defined within the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

#### **Key Objectives**

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the School community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:-

- *increasing the extent to which disabled students can participate*

*in the School curriculum*

- *improving the physical environment of the School to increase the extent to which disabled students can take advantage of education and associated services*
- *Improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication*

## **Principles**

The School recognises its duty to:

- ensure that compliance with the DDA is consistent with the School's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other School policy that has a focus and impact on its disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan (detailed herein as follows).

## **The Accessibility Plan**

The plan is detailed – (see Appendix A) and summarised below

- In performing their duties, Trustees, members of the Executive Board and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002);
- The school recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The school provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, promoting the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.
- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

## **Activity**

This section outlines the main activities and facilities which the School already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

### **a) Education and related activities**

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The School will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

### **b) Physical environment**

The school has in place full disabled access to all its facilities and has ensured that such access has been maintained in its recent development of additional teaching spaces. Full access is also in place to all external parts of the school's site. The school has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

### **Policy Review**

This policy has been adopted by the Governing Body and is approved biennially by the full Governing Body unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the owner of the policy and the head teacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Governing Body.

Reviewed: October 2019

## Appendix A



### **Thameside Primary School Single Equality Action Plan 2019-2021**

#### **Development of the Single Equality Action Plan**

It is a requirement that the development of this plan and the actions within it have been informed by the input of all stakeholders. We have achieved this by using the following to shape the plan

- Feedback from staff
- Input from Governing Body meetings
- Feedback from the parent/carer survey
- Feedback from the school council
- Issues raised by outside agencies involved in the education, health and care of children in school who have additional needs who may or may not have an Education, Health and Care Plan (EHCP)
- Reference to Equality Act 2010

#### **Review of progress and impact**

We will make regular assessment of children's learning and use this information to track progress and attainment. As part of this process, we will regularly monitor achievement and uptake by gender, ethnicity, special educational need and disability to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps.

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire policy and accompanying action plan on a three year cycle.

### **Publishing the Action Plan**

In order to meet our statutory requirements we will

- Raise awareness of the plan through staff meetings, assemblies, governing body meetings, parent/carer consultations/open mornings and school newsletters
- Publish the plan on our website
- Ensure hard copies are available on request

### **Accessibility Plan**

<b>Objective</b>	<b>Action/Task</b>	<b>Resources</b>	<b>Timescale</b>
For School Council members to be involved in the consultation, evaluation and drawing up action plans process.	School Council meetings to include issues relating to Disability.	Head teacher	Spring 2020
As policies are reviewed ensure impact assessment is carried out to ensure discrimination, harassment and victimisation based on all Protected Characteristics are eliminated	Follow rolling programme	Senior Leadership Team /Gov Body time	On going
Increase access to the curriculum	Discuss curriculum approaches and provision with stake holders	All Stakeholders	Ongoing
Increase access to the physical environment.	Improved environment for withdrawal/support groups	Governors	Ongoing

Increase access to written materials by:	Appropriate website and newsletters. Large print, simplified language, picture/symbols etc. as required. Parents have been notified in newsletter of the options.		Ongoing
Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Report to parents in newsletter annually following questionnaire and monitoring and evaluation.		Annual newsletter with feedback.

### Gender

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Autumn 2	Designated member of staff Governing Body	Annually in January and July
Gender	Monitor and analyse children's take up of activities by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Autumn 2	Designated member of staff Governing Body	Annually in December, April and July
Gender	Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Autumn 2	Designated member of staff Governing Body	Annually in July
Gender	Monitor and analyse staff profile and act on any trends or patterns	Report to Governing Body Autumn 2	Designated member of staff Governing Body	Annually – Autumn 1

### Children who are Looked After (CLA)

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Looked after Children	Monitor and analyse CLA attainment and progress and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 1	Designated member of staff Governing Body	Annually in January and July
Looked after children	Monitor and analyse CLA take up of activities and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 1	Designated member of staff Governing Body	Annually in December, April and July
Looked after children	Monitor and analyse CLA behaviour and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 1	Designated member of staff Governing Body	Annually in July
Looked after children	Monitor and analyse CLA attendance and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 1	Designated member of staff Governing Body	Annually in July
Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Special Educational Needs	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 2	SENCO Governing Body	Annually in January and July
Special Educational	Monitor and analyse children's attendance by SEN and act on any	Report to Governing Body Spring 2	SENCO Governing Body	Annually in January and July



Needs	trends or patterns in the data that requires additional support for pupils			
Special Educational Needs	Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Spring 2	SENCO Governing Body	Annually in July

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Disability	Through a questionnaire, ascertain which members of our school community may be included in the 2010 Equality Act definition of disability	Disability register to be drawn up	Deputy Head	Autumn 2020
Disability	Through a questionnaire collect views of reasonable adjustments required for pupils with a disability, their parent and other stake holders.	Report to Governing Body Summer 1	Deputy Head	Autumn 2020
Disability	Monitor and analyse children's attainment and progress by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Summer 1	Designated member of staff Governing Body	Annually in January and July
Disability	Monitor and analyse children's take up of activities by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Summer 1	Designated member of staff Governing Body	Annually in December, April and July
Disability	To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate	Report to Governing Body Summer 1	All staff through PSHE, assemblies	Ongoing

	discrimination and harassment.			
Disability	Monitor and analyse staff profile with regards to disability and act on any trends or patterns	Report to Governing Body Summer 1	Designated member of staff Governing Body	Annually – Autumn 1
Disability	Update the Personal Emergency Egress Plan (PEEP) to ensure disabled staff are able to evacuate the building safely in case of an emergency	Report to Governing Body Spring 2020	Special Educational Needs Co-ordinator (SENCo) /Assistant Head (AHT)	Completed by September 2019
Disability	Evaluating the impact of reasonable adjustments on children with a disability and report annually to governors	Have discussed with child/teacher/parents the impact of any reasonable adjustment on children with disability, report to Gov Body Summer 1	Special Educational Needs Co-ordinator (SENCo) /Assistant Head (AHT)	Annual report to governors.

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Race	Monitor and analyse racist incidents occurring within school	Report to Governing Body Summer 2	Deputy Head	Report termly
Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Summer 2	Designated member of staff Governing Body	Annually in January and July
Race	Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Summer 2	Designated member of staff Governing Body	Annually in December, April and July
Race	Monitor and analyse children's	Report to Governing Body	Designated member of	Annually in July

	behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Summer 2	staff Governing Body	
Race	Monitor and analyse staff profile by ethnicity and act on any trends or patterns	Report to Governing Body Summer 2	Designated member of staff Governing Body	Annually in July