



ACCESSIBILITY PLAN

2025-2026

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Accessibility Plan **Introduction**

The **Special Educational Needs and Disability (SEN/D) Act 2001** extended **The Disability Discrimination Act 1995 (DDA)** to cover education. In order to uphold the principles of these Acts, Thames View Junior School and its Governing Body have had three key duties towards disabled pupils;

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

Thames View Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The Plan sets out the school and governor's proposals to increase access to education for disabled pupils in three areas:

- *to increase the extent to which disabled pupils can participate in the school curriculum;*
- *to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;*
- *to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Plan should be read in conjunction with the following school policy documents:

The Equality Plan
The Behaviour Policy
The Curriculum Policies
The Health and Safety Policy
The Special Educational Needs Policy
The SEN Information Report
The School Development Plan
The Equal Opportunities Policy

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1. Access to the Curriculum

Action Points	Strategies	Timescale	Responsibility	Success Criteria
To liaise with the Infant School to review potential intake each September	To identify pupils who may need special provision	On-going	Y3 teachers and SENDCo	School is aware of any children due to start school who may have additional needs.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	Headteacher and governors	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel	On-going As required	All Key staff members	Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	On going	SENDCo / Headteacher	Raised confidence of support staff supporting Quality First Teaching
Ensure all staff (teaching & non - teaching) are aware of disabled children's curriculum access	Set up a system of individual assessment plans for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2016	SENDCo	All staff are aware of individuals' needs.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability (Risk Assessments). Develop guidance on making trips accessible	Ongoing	Class Teachers/SLT	All pupils are able to access all school trips and take part in a range of activities.

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Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	September 2024	PE co-ordinator / SLT	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Annually	SENDCo / Headteacher / SLT	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with 'Out of school Club' staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENDCo / PE co-ordinator / The person for who Extra-Curricular Activities is a designated responsibility.	Disabled children feel able to participate equally in out of school activities.

2. Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	On going	Headteacher and Governors	All newly refurbished areas are designed with accessibility in mind.
Ensure everyone has access to the main reception area	Ensure that nothing is preventing wheelchair access-e.g. displays or furniture or carpeting	On going	Headteacher and caretaker	All access routes are clear from obstructions

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All external areas of the school are clearly lit at night	To install lighting across the back of the school to illuminate the Hudson room and playground	Checked regularly	Premises committee and Health and Safety committee	All external areas of school are clearly lit at night.
Maintain safe access for visually impaired people	The edges of all steps to be regularly painted with textured white paint.	On going	Head Teacher/ Governors and Health and Safety committee Head teacher /Governors and Health and Safety committee	School is accessible for visually impaired pupils, staff and visitors.
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of the need to keep fire exits clear.	Daily	All staff/ Headteacher	All disabled personnel and pupils have safe independent exits from school.

3. Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access admission procedures and to information in all parent/teacher annual meetings	Access a translator to facilitate the admission process and participation in meetings with school staff. Ask parents about preferred formats for accessing information e.g. braille, other languages Translation Tool to be added to website to allow multi-lingual access	Annually	SENDCO / Headteacher SENDCO / Headteacher	Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.