

Therefore, encourage one another and build each other up, just as in fact you are doing”
1 Thessalonians 5:11

Thatcham Park C.E. Primary & Nursery School,

Accessibility Policy (Plus Accessibility plan included from page 4)

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.



The school recognises its anticipatory duty to consider barriers that disabled pupils may face and will make reasonable adjustments where required to support access to all aspects of school life.

This Accessibility Policy and associated plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice 2015. The plan sets out how the school will:

- 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;
- improve the availability of accessible information for disabled pupils.

The school is committed to making reasonable adjustments and removing barriers so that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments, medical conditions and neurodevelopmental differences where the legal definition is met.

The school will seek the views of pupils, parents, carers and external professionals when reviewing accessibility arrangements and identifying priorities for future development.

This policy sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can access education and associated services;

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- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
- d) It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Thatcham Park C.E. Primary and Nursery School is a mainstream school for boys and girls aged 2 years to 11 years old. The school was formed in 2005 when two schools were merged. One part of the building is a newer extension completed in 2008. In this section there is full disability access for all classrooms and main areas of the school, allowing ease of access both externally and internally. There is a disabled toilet. In the older part of the building (circa 1970) the internal access for disabled pupils, especially along the corridor, is limited but ramps and slopes mean there is external access to all areas of the school. There is an ambulant access toilet in this area. The school has extensive outdoor facilities which can be accessed by a number of wheelchair friendly ramps and paths.

The School is committed to Equity

- a) We try to ensure that everyone is treated fairly and respectfully.
- b) We want to make sure that our school is a safe and secure place for everyone.
- c) We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.

At Thatcham Park C.E. Primary and Nursery School:

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender)
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation.

We recognise that some pupils need extra support to help them to achieve and be successful. We endeavour to ensure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

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We are working within a national framework for educational inclusion, provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. The school is all on one level and the main entrance has a ramp and has a wide, automatic door into the entrance. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

Monitoring and Review

The Accessibility Plan will be reviewed annually by the Headteacher and Governing Board. Progress against actions will be monitored through SEND reviews, premises inspections, governor monitoring visits and feedback from pupils and parents.

Named equality governor: Rachael Lorman

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Thatcham Park C.E. Primary and Nursery School Accessibility Plan 2023/26

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/SENDco	• Termly meetings with parents/carers - Termly consultations • ILP/Annual Review meetings with SENDco	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
• Communication with parents is effective. • SEND parents may meet with staff more frequently. • Reintroduction of SATs parent's information evenings. • The introduction of the MCAS (My Child at School) app in spring 25. • Parental support of events is good, however a barrier to parental engagement can be around parental acceptance of additional educational, behavioural or emotional needs.					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Training for staff on increasing access to the curriculum for all pupils	SLT/SENDco	• EpiPen training • Intimate care policy and trained staff • Training from SALT, Social Communication Team, Learning & Behaviour • Advisory Team, Sensory Support team • Access to courses, CPD • Outreach support from local special school - SISS • Online resources for CPD shared with staff • Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse, epilepsy	Training time TA time allocated	In place and ongoing: EpiPen training and regular visits from outside professionals	• Increased access to the curriculum • Needs of all learners met • Maintain records of staff trained

		nursing team, paediatric diabetes team etc.			
• Support for pupils with medical needs is revisited annually. • Training is provided through NHS provision in the majority of cases. • Much outreach within the LA has been reduced this means that some of the organisations referenced no longer exist. but the school accesses everything that is available particularly the autism advice service where we are able to host appointments for families with the advisory in order to meet their individual needs. • There are no pupils who are not able to access the full curriculum because of their diagnosed medical needs. • Advice from professionals is sought and acted upon. • Teaching staff have received training on SAP writing • Staff training record is kept by SBM and reported to the governing board via the HTR. • One area to develop would access to speech and language therapy					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENDco/SLT	• Strategic deployment of support staff/intervention teacher • Use of ICT, e.g.: Widgit • Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books/overlays, pencil grips, adapted pens, chew/fiddle toys. • Ensure specialist equipment (e.g.: hearing aids) is checked daily and seek advice if needed (e.g.: from Sensory Support)	Specific tools to support learning on laptops Other resources as required for individual pupils	In place and ongoing	• Positive impact on pupil progress Barriers to learning are removed

• The school makes effective use of support staff to meet the needs of pupils with additional needs or disabilities. • Some pupils require specialist equipment to access the school environment and may use specialist seating; disability buggies; steps to access equipment. • Strategic allocation of teaching resources at KS2 has enabled more pupils to be taught at the stage they are working and to continue where this was started last year. • Sensory circuit training for UKS2 staff where sensory circuits are used effectively to support pupils in transitioning into school and from lunchtime to afternoon learning. • Widgits are particularly well used for pupils who are using PECS; now and then; individual timetables or social stories. Dual coding has been used if appropriate.					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Adaptations to the curriculum to meet the needs of individual learners	SENDco	• Pastoral support, timetable adaptations • Individual physiotherapy/OT programmes • Speech and language therapy programmes • Use of access arrangements for assessment/National tests • Ensuring that school trips/residentials and extra-curricular experiences are accessible	Speech/Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
• A variety of adaptations in place across the school to meet the needs of individual learners. • High levels of support and intervention put into place through the pastoral team and SENDco to ensure that parents have access to equipment, support and resources that they need at school and at home. • Many support staff go above and beyond expectations with the support that they provide for our pupils with the most extreme learning; physical and developmental needs.					

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Improve educational experiences for pupils with vision impairment	SENDco	Consult Sensory Support team	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids used as directed
Not currently an area required					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Improve educational experiences for deaf pupils or those with hearing impairments	SENDco	Daily maintenance and use of A bone anchored hearing aid (BAHA) when required consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
See above: training supported use of equipment both at home and at school resulting in accelerated progress.					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/SENDco /Staff leading clubs	- Risk assessments will be undertaken where appropriate - Providers will comply with all legal requirements - Additional adult put in place as required	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

See above

- Support with additional staffing, additional training, bursaries where cost is a barrier, flexible approach e.g. part time pupil returns to participate in a club
- Pupils with additional needs attend: music clubs; sports clubs; trips; residential visits; breakfast club
- Some pupils do not sleep at the yr 4 residential in order to ensure their attendance
- Events involving food - including PTA events - always include pupils with dietary needs (and staff)

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure that a disability does not compromise the integrity of assessments both formal and informal	Curriculum and assessment lead	Ensure that all pupils are able access tests in the way that enables them to fully demonstrate their abilities e.g. scribe, additional time, modified test materials, rest breaks and prompting, a suitable environment free of distractions, taking into account class work.	Coloured paper	Ongoing	Pupil assessments demonstrate their true ability
All of the above utilised - see SATs records					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure that access to the curriculum is not limited by financial barriers or neurodivergent barriers	Curriculum lead	• Within-school experience days to reduce cost of transport and to enable neurodivergent pupils to access enrichment within a familiar environment. • Movement breaks and sensory circuits across the school support pupils to access the curriculum by improving their levels of concentration.	PTFA subsidise each pupil £5 annually for extra-curricular activities Sensory circuit equipment/wobble cushions.	Ongoing	• All pupils have access to all areas of the curriculum. • Improved concentration and focus for all pupils.
See above • Payment plans put in place; bursaries and sources of funding accessed • Ensuring that pupils who need them are able to access sensory circuits and rest breaks benefits all pupils • Well-tailored curriculum provision benefits all pupils					

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
-pupils who are waiting specialist provision or are working significantly below the expectations for their chronological age. access bespoke curriculum provision at TP	HC	-1:1 and small group use of Oak Teaching Academy maths resources -1:1 and small group use of RWI Get Writing scheme for Literacy -1:1 and small group phonics teaching using RWI scheme -increase in small group provision to provide role models for learning behaviours -increasingly structured expectations for curriculum participation	Bridge location Hardware for access Staffing deployed flexibly to meet a range of needs Use of breakout spaces in the school to facilitate learning environment Resourcing of Studio Bridge	12 month Bridge in current location	-increased participation in learning at an appropriate level for their stage -aspirational expectations for all
The school continues to provide a range of bespoke curriculum pathways for pupils whose needs cannot be fully met through the standard curriculum offer. The development of The Bridge provision and increased use of small-group teaching have enabled identified pupils to access learning at an appropriate level whilst maintaining ambitious expectations for progress and participation. Pupils have benefited from targeted teaching approaches, including structured literacy and mathematics interventions, phonics teaching and carefully adapted provision. Increased opportunities to learn alongside peers have supported social development, engagement and readiness for learning. Provision is reviewed regularly to ensure that pupils continue to access the most appropriate support and that curriculum pathways remain responsive to changing needs across the school.					

2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Access into and around school and EYFS to be fully compliant	HT/site controller	New path laid to ensure access through side gate and EYFS	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
New path in place - has ensured better access for Bridge children as now easy to access using disability buggies; also has improved access for fire drill in wet weather.					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Improvements to help the visually impaired	HT/site controller	- Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint - Trip hazards identified and addressed, with support from the Sensory where applicable	Cost of materials and labour	In place and ongoing maintenance	- Hazards highlighted to increase safety for visually impaired people. - All areas monitored and maintained.
Completed Ongoing daily site checks continue to be in place					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Maintain safe access around exterior of school	site controller/HT	Ensure that pathways are kept clear of vegetation	Cost included in grounds maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Ongoing grounds maintenance contract, daily visual checks particularly after heavy rainfall					

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Maintain safe access around the interior of the school	site controller/HT	Awareness of flooring, furniture and layout in planning for disabled pupils including the buggies used by children in the Bridge.	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
Bridge pupils have full access to the school/easy corridor access with disability buggies					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Maintain PEEP for all necessary staff and pupils	SENDco	Staff awareness of pupil needs in terms of evacuation processes	SENDco time	Ongoing Yearly review	All pupils and staff are safely evacuated in the event of an emergency
These are in place					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
New build to be fully age accessible and for children/adults with disabilities		-Appropriately sized fixtures and fittings including toilets -Appropriately sized seating provision for eating -Double gates for buggy access -Ramp access -Disabled accessible toilets	Cost of materials and labour	Over next 12 months and ongoing maintenance	• Hazards highlighted to increase safety for visually impaired people. • All areas monitored and maintained. • People with disabilities can move unhindered along exterior pathways

					• School will be fully accessible for wheelchair users
New building has now been completed which has improved the accessibility for the youngest pupils. Stepping Stones pupils have also moved into more appropriate provision and have a more suitable bespoke outside space and play equipment.					

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Development of library courtyard for all-weather outside sensory space	RD	-Permanent gazebo structure -Appropriate flooring	-cost of asbestos removal -cost of skip and planters removal -make good patio flooring -access to grant £5000	6months + dependent on specialist asbestos removal	All weather sensory circuit space that can also be used for break out space for dysregulated pupils and Bridge.
Preparatory work has been completed, including asbestos removal and clearance of the existing area. Delays caused by the new building project have now been resolved and the school is in a stronger position to progress this development. Once completed, the space will provide an accessible outdoor area supporting sensory regulation, wellbeing and inclusion for a range of pupils.					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Relocation of Bridge provision into studio so that teaching environment is suitable for 1:1 and small group teaching	HC/RD	-IWB -Workstations -Access to defined outside area provision -Greater ability to control temperature -Parents can drop off and pick up directly from classroom	-relocation of appropriate resources -possible new furniture over time	Post nursery build - Summer end/Autumn start 26	Bridge provision to reflect classroom environment which meets needs of the pupils
The relocation and expansion of The Bridge provision has significantly improved the accessibility and suitability of the learning environment. Pupils now benefit from a dedicated teaching space, improved access to outdoor provision and increased opportunities to learn alongside peers. The revised model has enabled more flexible support arrangements and reduced the need for highly individualised provision where this is not in pupils' best interests. The additional space has also enabled the school to strengthen wider pastoral support provision. The effectiveness of The Bridge continues to be reviewed regularly to ensure it remains responsive to pupil needs and supports inclusion across the school.					

3. Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Ensure documents are accessible for pupils with visual impairment	Class teachers/ SENDco	- Seek and act on advice from sensory support advisor on individual pupil requirements - Use of magnifier where appropriate - Ensure large, clear font used in documentation - Use of coloured paper for individual pupils where recommended by specialists	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation
Coloured paper in place for a number of pupils (including assessment papers); where possible, staff may use coloured backgrounds on IWB.					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Accessibility and availability of written material in alternative formats	Office/ SLT/ SENDco	-Use of MCAS app to collate information to parents in one place -Use of MCAS app as central pint of information for parents including payments, permissions and sign up to clubs/trips/breakfast club/nursery -Invoicing for EYFS via Tapestry -MCAS has functionality to publish announcements and written content in requested home language -Last minute communication of unforeseen circumstances via MCAS announcements e.g. change to school dinner menu	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
- The school has continued to improve the accessibility of information for families through the use of the MCAS platform, providing a single location for key communications, permissions, payments and school updates. This has reduced reliance on paper-based communication and increased the availability of information for families at any time. - Communication systems now provide greater flexibility in meeting the needs of families, including the ability to translate information where required and communicate rapidly in response to unforeseen circumstances. Where families require additional					

support to access written information, personalised support continues to be provided to ensure that important information is understood and acted upon.

- As a result, the school has strengthened engagement with families and reduced barriers to accessing key school information.

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
to ensure that any hardware and software bought has digital accessibility as part of their design or features	HT/Clerk	Discussion of accessibility tools as part of procure process for new hardware - particularly laptop suite New hardware should have accessibility features included Consideration of the type of accessibility tools are required by students and staff <i>Digital accessibility features are often included in existing devices and operating systems.</i> <i>These features should include:</i> <i>text-to-speech and dictation</i> <i>caption settings</i> <i>zoom and adjustment settings</i> <i>translation and language tools</i>	Time as part of procurement process	25-26 purchase and ongoing	SEND pupils or staff with disabilities are able to use digital accessibility features on new hardware Hardware remains safe and secure when accessibility features are enabled - these should not be blocked by generic security policies

Accessibility is now routinely considered as part of the procurement process for new hardware and software. Digital accessibility features available within operating systems and applications, including text-to-speech, dictation, captioning, translation and display adjustment tools, are increasingly available to support pupils, staff and families.

This approach helps ensure that future technology purchases support a wide range of needs and that accessibility remains an integral part of curriculum access, communication and inclusion. The school will continue to review emerging technologies and accessibility features as part of its commitment to removing barriers to participation wherever possible.

Since the introduction of this Accessibility Plan, the school has strengthened accessibility through improvements to curriculum provision, learning environments and communication with families. Developments to The Bridge provision, improvements to the physical environment and increased use of digital communication platforms have helped ensure that pupils and families can access education and school information more effectively.

Accessibility considerations continue to form part of school improvement planning, procurement processes and curriculum development, ensuring that barriers to participation are identified and reduced wherever possible.

Overall, the school has continued to improve the accessibility of information through the increased use of digital communication tools, personalised support for families where required and the consideration of accessibility within future technology purchases. These developments support the school's commitment to ensuring that all members of the school community can access information and engage fully with school life.