

The Thinking Schools Federation GB

Accessibility plan

THE
THINKING
SCHOOLS
FEDERATION



Reviewed/Adopted: September 2024
Next Review Date: September 2026
Review Frequency: Biennial
Reviewed By: Resources Committee & Full Governing Body

Chair of Governors/Governing Body

NAME: Ayesha Khanom

SIGNATURE: 

DATE: 25th September 2025

The Thinking Schools Federation GB

Statutory Statement

| | |
|------------------------------------|---------------------|
| Statement: | Accessibility plan |
| This statement was approved: | February 2021 (HPS) |
| This statement will be reviewed: | June 2024 |
| Followed by the next review in: | June 2026 |
| Governor committee responsibility: | |

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

At The Thinking Schools Federation Schools our values reflect our commitment to the Schools where there are high expectations of everyone. Children are provided with high quality learning opportunities within a high-quality learning environment so that each child attains and achieves all that they are able to. Everyone in our Schools community is important and included. We promote an ethos of care and trust where we hope that every member of our Schools communities feel that they truly belong and are valued. We work hard to ensure that individual needs are recognised and shared, recognising everyone's uniqueness and success. We celebrate learning in all its forms and are committed to nurturing lifelong aspirational learners. We are a safe Schools, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Schools Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Schools' Equality Objectives, and will similarly be published on the Schools website. We understand that the Local Authority will monitor the Schools' activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Thinking Schools Federation Schools are 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. However, we have to be aware of the challenges that two Victorian buildings present. 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 schools. We will make adaptations to the locations of classes/groups within the existing rooms to accommodate individual needs.

The schools recognise and value parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. We aim to build a relationship based on trust and honesty with the parents of all children so that confidential information can be shared as appropriate. This information can then be used to support the individual child.

The Thinking Schools Federation Schools' Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the schools within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a Schools fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the Schools such as participation in after-Schools clubs, leisure and cultural activities or Schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the schools, adding specialist facilities as necessary – this covers improvements to the

physical environment of the schools and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the Schools and Schools events; the information should be made available in various preferred formats within a reasonable timeframe.

The Thinking Schools Federation Schools Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

This Accessibility Plan should be read in conjunction with the following Schools policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Schools Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the Schools, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the schools prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when Schools policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the schools' website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

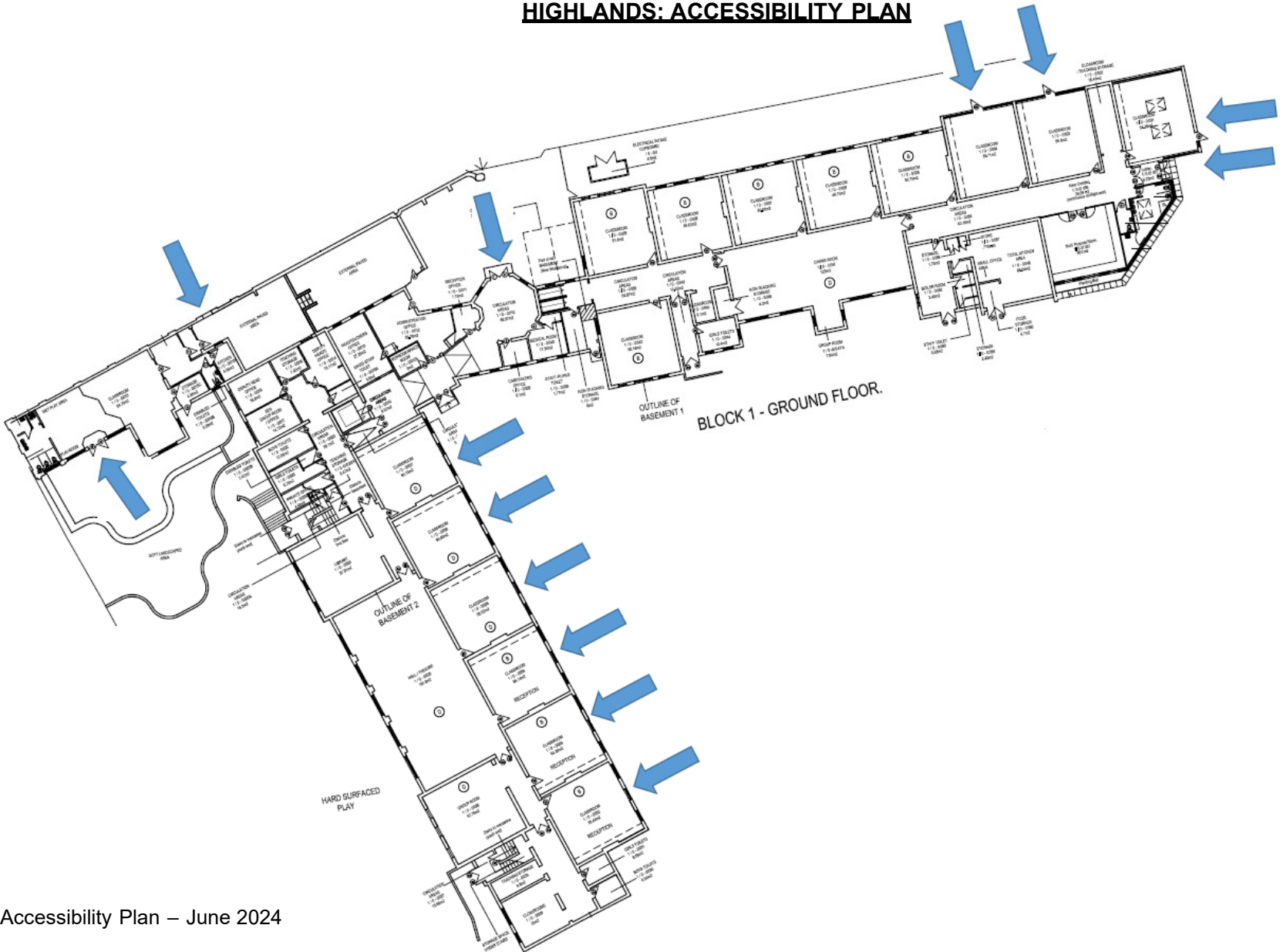
It is a requirement that the schools' accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the schools will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our schools were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **Schools Business Leader**
- **Site Manager**

A plan of the Highlands Primary School building showing areas of accessibility is shown below

HIGHLANDS: ACCESSIBILITY PLAN



HIGHLANDS: ACCESSIBILITY PLAN

An Accessibility Audit was carried out by the SENCo in Mar 2017 and the action plan is regularly reviewed. A number of recommendations were made as follows:

| Access Report Ref. | Item | Activity | Timescale | Cost |
|---------------------------|--|-----------------|------------------|-------------|
| 1. | All sections of the building have level from outside. It is possible to travel between all buildings sometimes using the playground. | N/A | N/A | N/A |
| | | | | |

HIGHLANDS: ACCESSIBILITY PLAN

Schedule 21: Action Plan A – Improving Physical Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost | Date Completed | Action by |
|-----|--------------------------------|---|---------------|----------|------|-------------------------|-----------|
| 1 | Corridor | Keep corridors clear from obstructions. | Immediate | High | None | Ongoing | Site Lead |
| 2 | Disabled parking | Spaces marked | Outside scope | n/a | n/a | n/a | Site Lead |
| 3 | Disabled Toilet | 2 in place in Ground Floor buildings | Ongoing | Low | n/a | B&M budget, as required | Site Lead |
| 4 | Changing and Shower facilities | In place in Reception | n/a | n/a | n/a | Ongoing Maintenance | Site Lead |

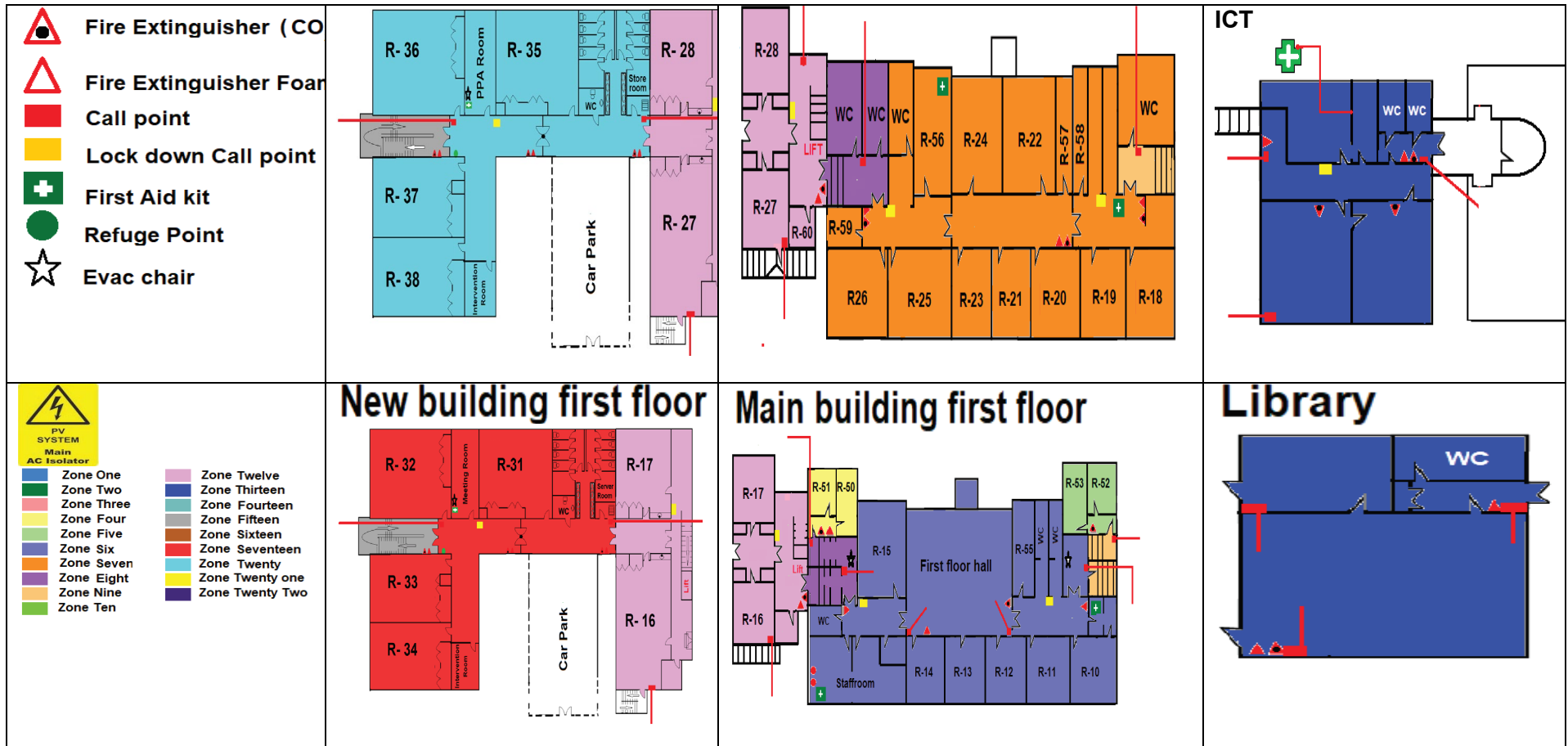
Schedule 22: Action Plan B – Improving Curriculum Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost | Date Completed | Action by |
|-----|-----------------------------|---|------------|----------|---|----------------|-----------|
| 1 | Differentiation in Teaching | Learning Leaders to monitor quality of differentiation and provision for SEND pupils. | Ongoing | High | n/a – part of staffing costs | Ongoing | SENDSCO |
| 2 | Interventions | SENCo to audit current interventions and their success/impact on progress. Provision mapping to continue to be used across all year groups. | Ongoing | High | Resourcing costs of identified areas to develop | Ongoing | SENDSCO |

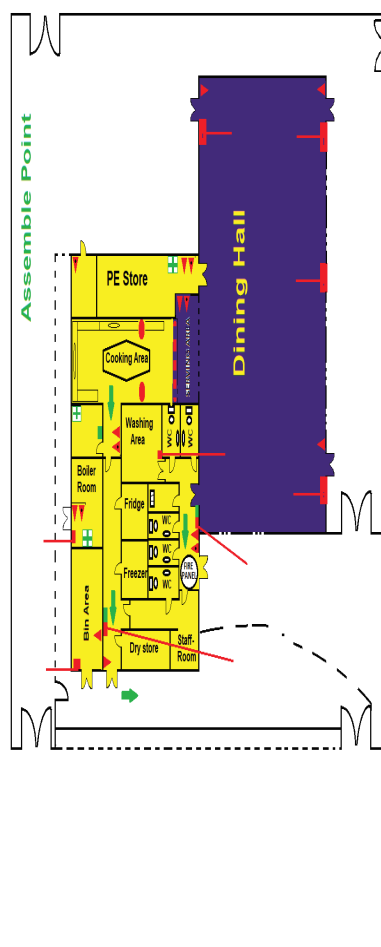
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|---|---|---|---------|------|---|---------|--------|
| 3 | Classrooms are organised to promote the participation and independence of all pupils | Inclusion Lead and Learning Leaders to carry out an audit of resources/QFT to ensure that lessons are planned to meet the needs of all pupils in the class. | Ongoing | High | Possible resource implications where gaps are identified – Budget: Curriculum | Ongoing | SENDCO |
| 4 | Staff training in supporting pupils with SEND – focus on key areas of need within the Schools: SEMH Project | SENCo and Inclusion Lead to deliver training where possible. Identify gaps in knowledge and seek external advice necessary | Ongoing | High | CPD External specialist - costs vary SEMH project no cost. | Ongoing | SENDCO |

ACCESSIBILITY PLAN

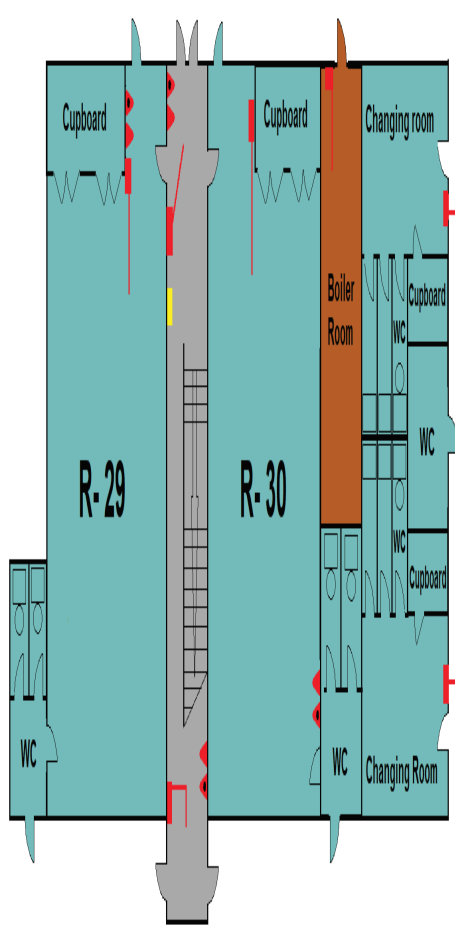
Uphall Primary School Site Map



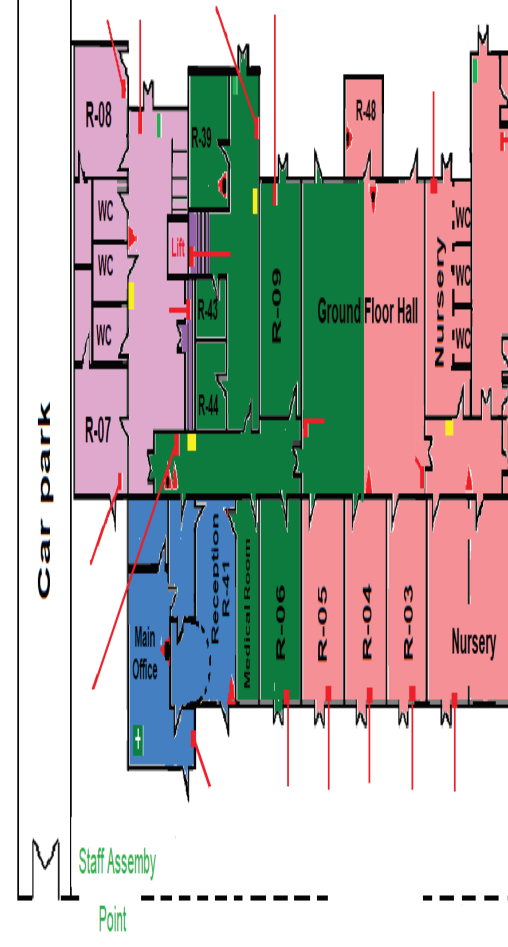
Kitchen / Dining hall



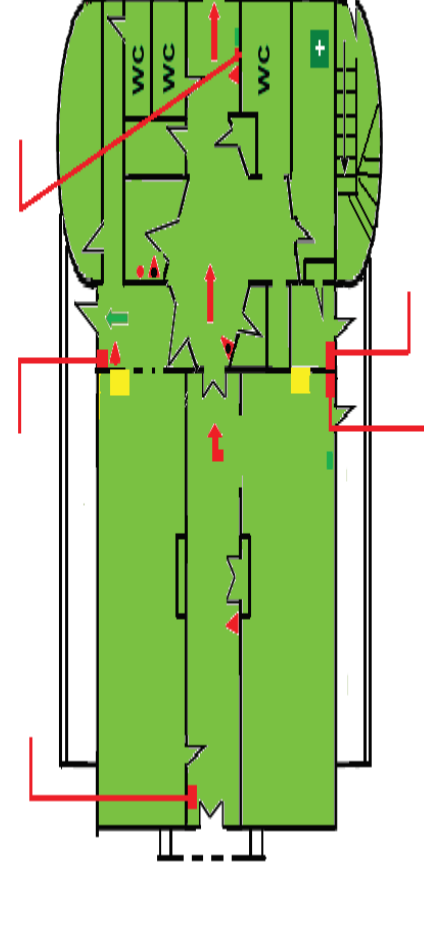
New building ground floor



Main building ground floor



Inclusion Hub / Learning Lab



UPHALL: ACCESSIBILITY PLAN

Schedule 21: Action Plan A – Improving Physical Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost £ | Action by |
|-----|-----------------------------|---|------------|----------|--|-----------------------------------|
| 1 | Accessing the building. | <ul style="list-style-type: none"> •All visitors with a disability will receive assistance from office staff •All entrance/exit points are suitable for wheelchair users | Ongoing | Medium | See Sch 21 (5) below | Site Manager |
| 2 | Facilities – e.g., Toilets. | <ul style="list-style-type: none"> •Disabled toilets – 6 on ground floor, 1 on first floor, 1 on second floor. •Nappy changing facilities available •Shower facilities available on site | Ongoing | Medium | n/a | Site Manager |
| 3 | Moving up and down floors. | <ul style="list-style-type: none"> •Lifts are available to allow access to other floors within the school. •Evac chairs are visible throughout the school and staff are trained to use them (see on plan index) | Ongoing | Medium | 750.00 | Site Manager |
| 4 | Health & Safety | <ul style="list-style-type: none"> •PEEP (Personal Emergency Evacuation Plan) arranged for those who require it •All teachers carry out basecamp checklist with provisions made for children who require it •Risk assessments carried out for children/staff as appropriate •Sufficient number of fully trained First Aiders available •Premises risk assessment in place and regularly reviewed | Ongoing | Medium | 1,000.00 | Learning Leaders Site Manager |
| 5 | Action plan | <ul style="list-style-type: none"> •Automated gate entry to allow easier access to main school reception. •Acquire wheelchairs to assist those who require them. | ASAP | ASAP | 5,000.00 (as a minimum) 550.00 | Site Manager & Business Leader |

June 2024

Schedule 22: Action Plan B – Improving Curriculum Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost £ | Action by |
|-----|--|--|------------|----------|----------|-----------|
| 1 | Training for staff on increasing access to the curriculum for all learners and removing potential barriers. | <ul style="list-style-type: none"> - LC training to improve delivery of 1:1 provision - Training on high quality teaching strategies - Provide training opportunities from external providers e.g., EP, SALT to address identified areas of need. | Ongoing | Medium | 2,000.00 | SENDCO |
| 2 | Make effective use of assessment tools. | <ul style="list-style-type: none"> - Whole school training on Pre-Key Stage standards and Engagement Model | Ongoing | High | 500.00 | SENDCO |
| 3 | Adapting approaches to teaching and learning journey's for children working on pre-key stage standards and engagement model. | <ul style="list-style-type: none"> - Teacher training to plan for multisensory approach to teaching and learning - Implement advice and recommendations from external professionals | Ongoing | Medium | 500.00 | SENDCO |
| 4 | Impactful use of targeted interventions within year groups and across the school. | <ul style="list-style-type: none"> - Learning Leaders to effectively deploy adults to staff interventions - SENDCo to Strategically timetable interventions to enable students from across the school to access interventions where needed. | Ongoing | Medium | n/a | SENDCO |