



Thameside Primary School: Equality Scheme & Accessibility Plan

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Next review: Sept 2024



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Policy reviewed by:	Sophie Greenaway
Key Changes:	<p>Inclusion of gender equality and sexual orientation equality, as per the Equality Act. Reference made to incidents of sexism. Reference made to hidden disabilities too. Updated our Accessibility Plan. Use of The Key model policy to update the format and contents so less overlap with other school policies.</p> <p>The rest of the policy remains fit for purpose.</p>



Rights Respecting Schools

Thameside Primary School is a Rights Respecting School. School policies respect the UN Convention on the rights of the child. The Equality Scheme links to

Article 2: the Convention applies to all children, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 14: Children have the right to think and believe what they want and practise their religion.

Article 23: Children who have any kind of disability have the right to special care and support. So that they can lead full and independent lives.

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 Thameside, we:

- Believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. (source: EYFS September 2014).
- Know that providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same (source: EYFS 2012).
- Understand that **equality** is treating everybody the same whereas **equity** is giving everyone what they need to achieve success.
- Aim to give each child what they **need** to succeed, not what they want.
- Work in accordance with our school values with respect for the equal rights of all our pupils and will educate them about equality
- Respect the equal rights of our staff and other members of the school community
- Will comply with relevant legislation and implement school policy and plans in relation to **race equality, disability equality, gender equality and sexual orientation equality.**

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.



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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Action Plans

1. Plan to eliminate inequality at Thameside

Please refer to the [School Development Plan](#) with specific reference to our 'Diversity and SEND action plans'.

Practice in school

Discrimination with regard to Employment

Reading Borough Council operates a policy of equal opportunity and fair treatment for employment and development. Thameside Primary School will not discriminate in the employment of staff on the grounds of race, gender, gender identity, sexual orientation or disability. This includes discrimination in relation to terms and conditions, promotions, transfers, dismissals training and employment practices such as dress codes and disciplinary procedures.

When vacancies occur we:

- Advertise the position sufficiently widely to allow a reasonable number of candidates
- Ensure candidates are made aware of the school's selection procedure, criteria and candidate specification
- Shortlist according to agreed criteria
- Interview, applying the same principles to each candidate
- Provide feedback to candidates, if requested, and explain decisions made

Discrimination with regard to Pupils

Thameside Primary School will not discriminate against children seeking admission on the grounds of race, gender, gender identity or disability. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

Our governing body acts in accordance with the admission arrangements determined and published by our local authority.



Procedures on entry for pupils with a disability or medical condition

- Liaison between a representative from the pupils' previous setting (if applicable) and the school to ensure needs can be met
- A meeting will be held with the LA if appropriate to discuss adjustments/ changes needed to the building
- A meeting will be held shortly before admission with the pupils' parents/ carers to agree procedures for dealing with the disability or medical condition and a care plan drawn up with risk assessments if appropriate
- A meeting will be held shortly after admission with the pupils' parents/ carers to agree procedures for dealing with the disability or medical condition and a care plan drawn up with risk assessments if appropriate
- Appropriate agencies will be referred to, or contacted (eg Occupational therapy)
- Extra transition visits will be arranged if appropriate

(see [Medical Conditions Policy](#))

Information gathering and using, including consulting stakeholders

The following sources of data will be used to refine policy and practice:

- local and national quantitative and qualitative data eg ASP, LA comparative data, national benchmarking data
- school data re pupil achievement and attainment
- pupil & family voice survey results
- analysis of pupil interviews by Phase and Subject Leaders
- liaison with external providers where appropriate
- evaluation of the SDP, and consultation re following SDP
- self-evaluation procedures
- feedback from parents at parents evenings, workshops and other forums eg parent coffee morning groups

Staff development

A comprehensive induction programme supports staff during the initial stages of employment.

CPD needs are identified in the School Development Plan. Any issues regarding race or gender equality will be addressed through CPD and Performance Management, and will be for the following members of staff:

- Senior Leadership Team
- Classroom teachers
- Learning support staff
- Office/ Administration staff
- Lunchtime support staff
- Governors

Opportunities for CPD are:

- INSET days
- Staff meetings
- 1:1 briefings
- Coaching



- Mentoring
- Team meetings
- Courses (in-house and external)
- Subject Deep dives
- Observations
- Modelled lessons
- Performance Management target setting and review meetings
- Induction of new staff
- Outside speakers
- Distance learning

2. **Accessibility Plan**

Thameside Primary School is committed to the access of all pupils regardless of disability by making reasonable adjustments, within the remit of a mainstream school.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving the physical environment

What?	When?	Who?
Continued use of modular building for a year group to enable continuation of Rainbow Room	Ongoing	School
Use of conference room as The Nest provision	2021-22	School - SLT
Setting up of Nest to enable individualised provision for children with complex SEMHD needs	Autumn 2021	School – SLT
Continued de cluttering of school so that walkways are clear	Ongoing	All school staff
Continued plan of painting of classrooms with light colour scheme and use of neutral colours for display boards to reduce sensory overload	Ongoing	School
Planned changes to colour of the doors by decorating them to support Visually Impaired children	From 2021	School
Small gardens set up for children to access their learning – some with live link to the classroom	Ongoing	School
Playground wall - brick pier edges sprayed in a high contrast colour to assist visually impaired	Ongoing	School
Step to hall-edges painted in a high-contrast colour to assist visually impaired	Ongoing	School
Yellow marking tape to first floor staircase and hall steps to assist visually impaired	Ongoing	School
Lunchtime staff wearing sashes so that identifiable to children who need support on the playground	Ongoing	School

Improvements in the provision of information



- Visual timetables – same in every class
- Individual timetables and symbols
- Symbols for marking and feedback used by all staff
- Magnifier for screens
- PECS
- Radio aids/ microphones linked to hearing aids for hearing impaired pupils
- Symwriter for ease of access
- Laptops allocated to children who require them to access their learning
- Picture communication books for children with speech and communication difficulties

Increased access to the curriculum

- Full time non class based Assistant Head of Inclusion and part time Assistant SENDCO
- Daily sensory circuits
- Positive play (Rainbow room/ rest of school)
- Funding of staff from Reading Play/Reading Stars/Sports Rules
- Play therapy
- Art therapy
- Targeted use of TLAs
- Use of microphone/ hearing aids
- Use of work stations/small gardens
- Use of ear defenders and whisper phones
- Use of balance cushions
- Use of weighted blankets, snakes and vests
- Inside out days
- Movement/sensory breaks
- Personalised push spots
- Buddy system in FS/Y6
- Pupil tracking
- Use of support agencies
- Access to sensory consortium for advice and support re visual and hearing impairments
- Training in use of epipen, care of diabetic pupils, and care of epileptic pupils
- Training in specific medical needs including catheterisation
- Use of special schools for outreach support
- PSHCE curriculum has been re-written for children who cannot access classroom curriculum
- BSquared assessment tool
- Screens to divide Rainbow Room and The Nest
- Sensory equipment e.g. trampoline and massage balls
- Sensory / tactile reading books
- Compression vest

Assistive technology

- Continued replacement of Interactive whiteboards with smart tv screens
- Text to speech software
- Easy to use keyboards
- Nessy
- Symwriter
- Additional iPads
- Ipads to support hygiene routines e.g. nappy changing
- CPOMS
- Radios for staff



Other

- Extra adult support for toilet training
- Arm/ wrist guards for adults
- Tripp Trapp chair for hall (school funded)
- Specialist seating for wheelchair users
- Height adjustable tables for wheelchair users
- Medical Malpractice Insurance (jointly funded)
- Items for intimate care inc wipes, the medical waste bin, bed roll, cleaning spray, gloves, aprons, nappy bags

Please note that other resources will be purchased as required.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

Links with other policies

This document is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEND) information report
- Thameside Personal, Social, Health and Citizenship Education Policy
- Thameside Behaviour Policy
- Curriculum Policies
- Monitoring and Assessment Policies
- Thameside Inclusion Policy
- Medical Conditions Policy
- School Development Plan
- Anti-bullying and anti-racism policy

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