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Thameside Primary School: Equality Scheme & Accessibility Plan

Reviewed: October 2025

(Accessibility Action Plan reviewed across academic year at FGBs)

Next full policy review: October 2026



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Policy reviewed by:	Charlotte Harkins
Key Changes:	Updates to accessibility plan Policy otherwise remains fit for purpose



Foreword

This plan sets out the school's approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole school community. With the school value of belonging lying at the heart of this plan, it is very important for us to work together in achieving our aim of being fully inclusive and accessible. We want to provide a quality learning experience for **all** of our pupils. This policy contains equality information about our school and our equality objectives which are reviewed regularly across the academic year, with the full governing body, to ensure that positive impact is made.

1. Aims & Equality Statement

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school ethos is to celebrate differences and treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is to work together to enable our pupils to become confident, resilient and independent young people who are fully prepared for the challenges ahead, both in education and in the community.

Aims

At Thameside Primary School, we aim:

- To provide a well taught curriculum that meets the educational and pastoral needs of all our pupils
- To enable children to be independent learners and thinkers
- To foster a sense of belonging to the community so that children can participate with integrity



- To work in partnership with parents
- To enable children to be the best they can be

Through a wide range of activities and experiences, we aim to instil our school values in our pupils:

Belonging
Resilience
Assurance
Independence and Integrity
No limits



At Thameside, we strive to provide an environment which supports our pupils in realising these aims by:

- Ensuring that our classroom design is calm, inclusive and allows all children to focus their attention on teaching and learning
- Ensuring that the needs of pupils are met through quality first teaching and planning
- Ensuring pupils have equal regard and access to the whole curriculum which is broad and balanced and celebrates diversity e.g, artists and authors.
- Meeting, with sensitivity, the pastoral needs of pupils
- Providing security for all pupils through positive, fair and consistent delivery of our Behaviour Curriculum and application of the school's Relationships & Behaviour Policy.

Equality statement

- 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).
- We respect diversity and know that promoting equality of opportunity does not mean that all children should be treated the same (source: EYFS 2012).
- We understand that **Equality** is treating everybody the same and **Equity** is giving everyone what they need to achieve success. Therefore, we will aim to give each child what they **need** to succeed, not what they want.
- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views and, as such, we seek to promote good relationships between and attitudes towards all groups of people.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school and will be proactive in their continued professional development.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We will involve the views of our pupils, staff and families in the review of our action plan.
- We will comply with relevant legislation and implement school policy and plans in relation to race equality, disability equality, gender equality and sexual orientation equality.



2. 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.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Responsibilities

Who is responsible?

The **governors** are responsible for:

- Making sure that the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The **Head teacher** is responsible for:

- Making sure that the school Equality Scheme and its procedures are followed
- Making sure that the race, disability and equality policies are readily available and that the governors, staff, pupils, and their parents/ carers know about them
- Producing regular information for all staff and governors about the policies and how they are working
- Making sure all staff know their responsibilities and receive appropriate induction, training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including bullying or other incidents related to **race, gender, disability or sexual orientation**.

All staff are responsible for:

- Dealing with **racist, homophobic, sexist** and other incidents
- Recognising and tackling bias and stereotyping
- Promoting equal opportunities and tolerance
- Avoiding discrimination against anyone for reasons of **ethnicity, disability, gender or sexual orientation**
- Keeping up to date with the law on discrimination



- Taking up training and learning opportunities offered
- The head teacher has overall responsibility for dealing with incidents.

Visitors and contractors are responsible for:

- Following the key principles and aims of this document

4. Monitoring arrangements

The accessibility plan will be reviewed periodically by the governing board across the academic year.

This whole policy will be reviewed and approved annually by the governing board.

The accessibility plan is available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

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

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.

6. Accessibility Action plan

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



AIM	CURRENT GOOD PRACTICE	OBJECTIVES, ACTIONS TO BE TAKEN & PEOPLE RESPONSIBLE	PROGRESS TO BE REVIEWED BY GOVERNORS	SUCCESS CRITERIA
<p>Diminish the difference in attainment between those children considered to be disadvantaged and those who are not.</p>	<ul style="list-style-type: none"> • Our school ensures access to the curriculum for all pupils e.g. through scaffolding • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>SDP & ASSESSMENT RATIONALE - Thameside Primary School</p> <p>Refer to focus group action plans for:</p> <ul style="list-style-type: none"> • Scaffolding • Attendance • Interactions • SEND • Assessment 	<p>FGB dates 25-26:</p> <ul style="list-style-type: none"> • 24th Sept • 26th Nov • 28th Jan • 18th March • 6th May • 15th July 	<p>To close the gap between disadvantaged and non-disadvantaged pupils working at age related expectations in 2025-26, as seen in: GLD Year 1 phonics KS2 SATs</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES, ACTIONS TO BE TAKEN & PEOPLE RESPONSIBLE	PROGRESS TO BE REVIEWED BY GOVERNORS	SUCCESS CRITERIA
<p>To ensure that all pupils are given similar opportunities with regards to school clubs and enrichment activities.</p>	<ul style="list-style-type: none"> • Our school offers free morning clubs for KS2 pupils where disadvantaged (PPG) and doubly disadvantaged pupils (PPG & SEND) are prioritised for places. • PPG funding enables children to access holiday clubs and after school clubs such as Lego • PPG funding also supports PPG pupils to attend wraparound care and enriching opportunities such as Rock Steady. • PPG pupils are subsidised for our Year 6 residential and the Year 4 camp • PPG pupils are prioritised to attend Insideout days where they get to ride horses and learn self-regulation skills • PE lead ensures that children with a variety of protected characteristics are chosen to represent the school at sporting events 	<ul style="list-style-type: none"> • Morning Clubs: The Headteacher will coordinate and oversee the organisation of morning club offers and invitations, ensuring targeted access for pupils who would most benefit. • Trips and InsideOut Days: The Deputy Headteacher will lead on the planning, organisation, and evaluation of educational trips and InsideOut enrichment days. • Pupil Premium Strategy: The Deputy Headteacher will also lead on the Pupil Premium (PPG) strategy, ensuring that enrichment and club opportunities are used strategically to support disadvantaged pupils. • PE and Event Participation: The PE Lead will monitor and track pupil participation in sporting events and clubs to ensure fair access and representation for all pupils across the school. • Targeting Support through Collaboration: The SEND team will continue to collaborate to identify and flag children who would benefit from attending morning clubs. The Deputy Headteacher (SR) will highlight PPG pupils who would particularly benefit from this provision. • Inclusion and Participation: Support will be provided to individual pupils to join appropriate after-school clubs, such as Lego Club, to promote inclusion and social development. • ARP pupils will continue to participate in mainstream activities where appropriate, including swimming lessons with Year 5 and class trips such as the Year 3 zoo visit. 	<p>FGB dates 25-26:</p> <ul style="list-style-type: none"> • 24th Sept • 26th Nov • 28th Jan • 18th March • 6th May • 15th July 	<p>PPG pupils can talk positively about their wider experiences of school life and increased sense of belonging.</p> <p>Attendance of PPG pupils increases.</p>



<p>To ensure the school learning environment is accessible to all pupils, staff and visitors.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • CPD for staff on children's bespoke SEND and medical needs • New wheelchair accessible toilet facilities for pupils • Ramps • Corridor width • Use of radio aids (Rogers) for children with hearing aids or cochlear implants • Workstations in the classrooms • Laptops/tablets/devices allocated to children who require them to access their learning • PECS for children with speech and communication difficulties • Internal signage e.g. classroom logos, class door signs with staff photos • Access to sensory resource and equipment e.g. massage balls and aerial yoga swing • Access to ear defenders • Specialist seating for children, height adjustable tables, standing desks • Items for intimate care available and trained staff • Wobble cushions and wobble stools • Weighted resources e.g. blanket or snake • PEEPs for children and adults who require them • Bespoke risk assessments for pupils to ensure that the learning and play environment is right for them • Priority parking permits for families with disabled children to be able to drive during School Street at collection and drop off times • Two disabled toilets and changing facilities • Yellow strips on the floor to highlight hazards for visually impaired pupils 	<p>Inclusive Playground Development: A capital funding application was successfully submitted for the creation of a new enclosed playground. This will be fully accessible for all pupils and designed to meet the sensory and physical needs of pupils with complex SEND.</p> <p>Learning Environment as a Strength: During the PINS visit (9 January 2024), the school's learning environment was identified as a significant strength. We will continue to build on this by further enhancing inclusive spaces and access for all pupils.</p> <p>Next Phase – Inclusive Play Area: Although the inclusive play area has not yet been installed, this remains a key development priority. Planning and funding processes are ongoing to ensure it can be realised as soon as possible.</p> <p>The Nest – Ongoing Development: The Nest provision continues to evolve and improve following recent support and guidance from the RISE Regulation team. Adaptations are being made to ensure it continues to provide a calm, nurturing, and emotionally safe environment for pupils with high levels of need.</p> <p>Sharing Inclusive Practice: The school's Inclusive Classrooms SWAY was showcased at the SENDCo Conference, where it was highlighted as an example of effective practice and shared with other schools as a model of inclusion.</p> <p>Professional Collaboration and Leadership: We will take our turn to host ARP Network meetings, in response to the number of schools requesting visits to observe both the ARP provision and the wider whole-school inclusive environment. This will further strengthen our role as a hub of inclusive practice across the local area.</p>	<p>FGB dates 25-26:</p> <ul style="list-style-type: none"> • 24th Sept • 26th Nov • 28th Jan • 18th March • 6th May • 15th July 	<p>To have an inclusive play area to better meet the physical, social and sensory needs of our pupils.</p> <p>The Nest space is adapted to be able to accommodate more pupils who have a variety of different and complex needs.</p>
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	<ul style="list-style-type: none">• One sensory accessible play area• Classroom design is inclusive to reduce sensory overload and focus the attention of all pupils on their learning.• Small gardens e.g. the Nest and the Hollow, set up for children to access their learning – in some cases via live links to the classroom.• Continual de-cluttering of school to ensure that walk ways are clear.• The use of animals enriches the school environment for many pupils e.g. therapy dog visits.• Communication boards in the hall and playground• Pictorial or symbolic representations e.g, now and next visual timetables• Large print resources, as required			
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<p>To reduce the incidence of prejudice related incidents (compared to 23-24) in relation to the protected characteristics (race, disability, gender reassignment, sexual orientation, age, marriage/civil partnership, religion/belief, sex, pregnancy/maternity).</p>	<ul style="list-style-type: none"> • All staff trained in racial literacy (organized through the local authority) • Celebration of differences e.g. Black History Month, Show Racism the Red Card, Diversity Week, Food festival • We actively try to ensure that resources and materials actively challenge racial stereotyping • ensuring that all children, irrespective of race and gender, have equal access to the curriculum • avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment • taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design • Anti-Racism Policy in place • We have the Rainbow Flag award • The school has a staff and parent Code of Conduct which also act to reduce the incidence of prejudice related incidents. • Class assemblies and whole school assemblies are used to promote spiritual, moral, social and cultural development and understanding. 	<p>Building Understanding of Difference: We are developing pupils' awareness and understanding of special educational needs, disabilities, and medical differences to strengthen empathy and inclusion within our diverse school community.</p> <p>Resources to Support Staff: The SEND team have compiled and shared a list of high-quality assembly and classroom resources to support teachers in delivering regular learning opportunities about diversity, neurodiversity, and medical needs.</p> <p>LEANS Programme Implementation: The LEANS (Learning About Neurodiversity at School) materials have been distributed to all teaching staff. These will be used within class assemblies and PSHE sessions to help children learn about different ways of thinking and learning.</p> <p>SEND and Neurodiversity Assemblies: The SEND team have created a bank of PowerPoint assemblies focused on SEND awareness, inclusion and neurodiversity. These will be used across the year to promote positive attitudes and understanding.</p> <p>Professional Development: All teachers attended Racial Literacy training on 6 January 2024, supporting a wider commitment to equality, diversity, and inclusion across the curriculum and school culture.</p> <p>Monitoring and Impact: The impact of these actions will be evaluated through termly SEND focus visits, where evidence of children's understanding, staff confidence, and classroom practice will be reviewed against success criteria.</p>	<p>FGB dates 25-26:</p> <ul style="list-style-type: none"> • 24th Sept • 26th Nov • 28th Jan • 18th March • 6th May • 15th July 	<p>Pupil voice:</p> <ul style="list-style-type: none"> • Non-SEND children have an increased awareness and understanding of their peers. • SEND children feel an increased sense of belonging to the school community by being celebrated and better understood.
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S.Greenaway, C Harkins and SEND Team October 2025