**Windrush Thamesmead Primary School Accessibility Plan 2026-2027**

Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Schools will need to provide adequate resources for implementing plans and must review them regularly. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan, a Single Equality Plan. OFSTED inspections may include a school's accessibility plan as part of their review.

**An update of the improvements made to the school through the Accessibility Plan**

**Accessibility**

Windrush Thamesmead is accessible to students and staff with physical difficulties.

Thamesmead is built on a flat single storey and has been assessed by OT and Physio in the past as accessible. Adaptations can be made to successfully enable access to all areas of the curriculum at Thamesmead for students with physical disabilities including access to outside areas, disabled toilets and the classrooms. The school have also made reasonable adjustments to the environment by relocating certain year groups into more appropriate sized rooms in order to meet the needs of students with SEND.

Mezzanine floors are not accessible to wheelchair users at Thamesmead, however there are facilities elsewhere within the school to ensure equality of provision.

**Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled.** *(Please note, the equipment list is only featuring 'key' pieces, there is a lot more equipment available to all our pupils including those with additional needs or disability).*

| | **Windrush Thamesmead** |
|---|---|
| **Environment** | |
| External Ramp Access | x |
| Shower | |
| Disabled Toilet | x |
| Cosimat Toilet | |
| Changing facilities | x |
| Totally Accessible with reasonable adjustments | x |
| Lift | N/A |
| Visible and audible emergency alarm | Audible only |
| Sensory room | x |
| **Provision (staff trained to deliver)** | |
| Provision Mapping | x |
| Access to external agencies | x |
| In school nurture group | |
| Flexible lunchtimes if required | x |
| Learning Mentors: self-esteem, anger management, Draw and talk | x |
| Play therapy | x |
| Bereavement, counselling service for parents, children and staff | x |
| Family support, parenting classes, 1:1 support for parents | x |
| Speech and Language Therapist | x |
| Social Communication Project worker | x |
| **Equipment** | |
| Modified cutlery and beakers | x |
| Iren Overlays, individualised coloured exercise books | x |

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| Visual timetables | x |
| Individual workstations | x |
| Writing slopes | x |
| Ear defenders | x |
| Pencil grips | x |
| Laptops/alpha smarts | x |
| Talking cards/Dictaphones | x |
| Posture chair for feeding | |
| Left handed resources | x |
| Sensory Circuit and diet | x |
| Magnifier for Visual impaired pupils | x |

**Updates to Accessibility 2026-2027**

At Thamesmead we now have a designated space for the counsellor and ELSA TA.

We have a trained ELSA TA to support children's mental health needs.

Sensory room at Thamesmead is now in the main school building making access to it much easier for the children who use it. All equipment has been updated and renewed where necessary.

Windrush Thamesmead has a Learning Hub which is set up as a low sensory arousal environment with bespoke individual curriculums. This hub is accessed daily by children either with a diagnosis of ASD or awaiting a diagnosis, whose significant sensory needs means they find accessing the classroom environment challenging and their significant language needs means they cannot access the national curriculum. A teacher plans and oversees this provision.

All children with an EHCP and significant communication difficulties are referred to CENMAC for ACC devices to assist their communication.

The school continues to subscribe to the Clicker 8 licence. Clicker 8 is specialist writing software designed to support children with literacy difficulties including dyslexia. All KS2 classes have 3 workbooks in their class enabling up to 3 children to use this in lessons daily.

| Target | Tasks | Timescale | Resources | Responsibility | Monitoring |
|---|---|---|---|---|---|
| **Access to Curriculum**<br>Ensure ICT appropriate for pupils with disabilities. | • Train new TAs and teaching staff on use of Communicate in Print where necessary.<br><br>• Provide alternative ways for children to record their work | Ongoing<br><br>Ongoing | WIDGIT Communicate in Print already in place at both sites<br><br>School purchased Clicker 8 site licence. | ICT Co-ord, SENCO & Trust Inclusion Lead<br><br>SENCO and Trust Inclusion Lead | Leadership Team<br><br>SLT and SENCo |
| **Access to Curriculum**<br><br>Create effective learning environments for all utilising feedback from pupil groups. | • Continued use of provision mapping and analysis to ensure alternative forms of communication and 'reasonable adjustments' are consistently being made for pupils who need this | Ongoing | Termly provision mapping and revision of interventions. | All teachers | Trust Inclusion Lead and SLT |

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| **Access to wider curriculum**<br><br>Increase participation in school activities. | ▪ Audit participation in extra-curricular activities and identify any barriers.<br>▪ Ensure school activities are accessible to all students.<br>▪ Ensure all trips planned are accessible for all pupils. Provide additional support when needed.<br>▪ Specific opportunities within the school identified to help children with SEND access positions of responsibility in school e.g. school council | Ongoing | Training needed on risk assessments for trips and enrichment activities for new staff. | HoS/DH<br><br>Governors | Leadership Team<br><br>Governors |
| **Impact Analysis**<br><br>Ensure all policies consider the implications of Disability Access. | ▪ Analyse impact of Local Offer resources and commissioned services and act upon any actions stated. | Ongoing | Time to carry out analysis | Trust Inclusion Lead | Governors |

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| **Increase site access to meet diverse needs of pupils, staff, parents and community users.** | ▪ Revision of emergency planning procedures to reflect visibility of alarm should a child or staff member with hearing loss be identified in school | Ongoing | the summer term for allocation of finances for future planning | | |
| **Attitudes**<br><br>To promote positive attitudes to disability | ▪ Review PSHE Curriculum<br>▪ Review Assembly Programme: widen focus of Different/Same theme<br>▪ Celebrate awareness weeks and days e.g. Downs Day, Autism Awareness week | Ongoing | Online resources<br>Assemblies<br>Use of Local Offer Services | PSHE Co-ord, SENCO and DHs | SLT and Governors |