Thomas Telford School

Accessibility Plan

Reviewed and updated by Caroline Harding-Jack July 2015

Thomas Telford Accessibility Plan 2014-2017

Introduction

This accessibility Plan is compliant with current legislation and requirement as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governing Board are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

They will ensure through the Headmaster and Senior Management Team that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

Thomas Telford School is an Inclusive school and is proactive in thinking ahead to anticipate the barriers that disabled students may face and takes active steps to minimise them so that the student is fully included in all aspects of School life. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by the Thomas Telford School.

Aims

The plan will:
- Define 'disability'
- Be embedded in a culture of high expectations for all
- Be guided by the Special Needs Policy
- Respond to the views of students and parents/guardians
- Demonstrate a commitment to developing access to the School for all students
- Show commitment to the effective and sustainable use of resources
- Be clear about how it will be evaluated.

Disability and the School Culture
Definition (Equality Act 2010)

The Disability Discrimination Act describes a disability as "a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities". Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA (Disability Discrimination Act) substantial means 'more than minor or trivial'. Long –term means has lasted or is likely to last more than 12 months.

- This Accessibility Plan has been drawn up in consultation with the governors of the School.
- At Thomas Telford School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Thomas Telford School will constantly monitor, with a view to improve the accessibility of provision for all students, staff and visitors to the School.
- It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- This Accessibility Plan should be read in conjunction with policies, strategies and documents on the following areas:

- Equal Opportunities
- Health & Safety
- Special Needs
- Behaviour and Anti Bullying
- School Improvement Plan
- School Prospectus and Mission Statement
- School Journeys

Monitoring and Evaluating

The implementation of the plan is the responsibility of the Headmaster and Governing Board. It will be reviewed annually and revised every three years. In the process of its review it will take into consideration the views of disabled students, their parents/guardians and care providers in the community.

1. Adequately resourced
2. Implemented
3. Reviewed
4. Revised as necessary
5. Renewed every three years
6. Available to parent/guardian

Opinions of the student and parental body will be regularly sought. If parents/carers think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST). If the tribunal finds that a school has discriminated unlawfully against a disabled student it can order any remedy that it sees fit, except financial compensation.

The Accessibility Plan for physical accessibility relates to the Access audit of the school. An accessibility audit will be completed by the School 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 assessment will be undertaken as and when school policies are reviewed. The terms of reference for the governing board will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The School prospectus will make reference to the Accessibility plan

The schools complaints procedure covers the Accessibility plan.

The Accessibility plan will be monitored through the curriculum and finance and premises.

Improving Access for Disabled Students

This plan addressed the three strands of the statutory requirements, on the basis on which action plans will be drawn up and regularly reviewed:

Increasing access for disabled students to the School curriculum. This covers teaching and learning and the wider curriculum of the School such as participation in after schools clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of schools. This covers improvements to the physical environment of the School and physical aids to access education.

Improving the delivery of written information to disabled students. This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of student's disabilities and student's and parent's preferred formats and be made available within a reasonable time frame.

Procedure

To identify barriers to access by disabled students a needs analysis checklist has been completed – Annex 1.

From the findings of this checklist an Action Plan has been written to identify necessary action to make the adjustments necessary – Annex 2.

This action plan will form part of the whole school development plan agenda. Progress will be reviewed annually and this accessibility plan adjusted accordingly.

<div align="right">Annex 1</div>

<div align="center">Identifying Barriers to Access: Checklist</div>

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	✓	
Are your classrooms optimally organised for disabled students?	✓	
Do lessons provide opportunities for all students to achieve?	✓	
Are lessons responsive to student diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all students encouraged to take part in music, drama and physical activities?	✓	

	Yes	No
Do all staff recognise and allow for the mental effort expended by some disabled students for example using lip reading?	✓	
Do all staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	✓	
Are there high expectations of students?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section 2: Is your school designed to meet the needs of all students?

Question	Yes	No
Does the size and layout of areas including all academic, sporting, play, social facilities; classrooms, the assembly hall, Restaurant, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all students?	✓	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform all students, including students with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorienting for disabled students?		✓

Are areas to which students should have access well lit? ☑ ☐

Are steps made to reduce background noise for hearing impaired students such as considering a rooms acoustics, noisy equipment? ☑ ☐

Is furniture and equipment selected, adjusted and located appropriately? ☑ ☐

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	☑	☐
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	☑	☐
Do you have the facilities such as ICT to produce written information in different formats?	☑	☐
Do you ensure that staff are familiar with technology and practices developed to assist people with disability?	☑	☐

Thomas Telford School - Accessibility Plan 2014-2017
A - IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
A1: Continue to develop range of learning resources that are accessible for students with different disabilities.	Heads of Departments to review resources in their curriculum areas.	Time / training	On going	Students with disabilities have increased access to curriculum materials.
A2: Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities	Staff development. Teacher Observations	Time/training	On going	Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for students with SEN / disabilities.
A3: Teachers develop skills to deal with students who have specific disabilities	DSB and SEN staff provide or arrange specific training for new and existing staff relating to disabilities experienced by students	Time/training	On going	Staff have greater understanding of disability issues.
A4: Disability equality issues are incorporated into Citizenship curriculum	Students to address issues of disability and inclusion through PSHE sessions	PSHE Programme of Study	On going	Students have greater understanding of disability issues.

B - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
B1: Ensure fire procedures take account of the needs of students with disabilities	a) Review the needs of the identified students b) Ensure that appropriate provision, including places of safety have been established c) Fire procedures for wheelchair students are clearly in place.	Financial resources (funding for evacuation chairs) Time/training	On going	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire. 3 hour waiting areas located in four safe areas at key points around the school, two each end of the building. Fire officer to take responsibility for safe evacuation of disabled students from these areas. Learning support staff aware of designated points.
B2: Ensure that there is appropriate vehicle access for students with physical disabilities.	Review the needs of identified Students. Ensure that appropriate provision and safety has been addressed.	Financial resources Site Management.	Completed August 2014	Identified students have access when required to disabled parking provision. To create two disabled parking Spaces at the back of the school.
B3: To constantly review access to the physical environment for pupil's with physical disabilities.	Review the access to individual rooms, ensuring appropriate adaptations are made where feasible	SENCO, Occupational Therapist.	On-going	Physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service. Appropriate Risk Assessments will be carried out regularly and evaluated in line with the SEN and Health and Safety Policies.

Target	Action	Resources	Timeframe	Outcomes
B4- To ensure that there is appropriate provision for physical disabled to access adequate toilet facilities.	To install a Clos-o-mat toilet in the disabled toilet by the Nurses room.	Financial resources and site manager	Completed August 2014	The facility will be reviewed and evaluated frequently with the support of the Occupational Therapy Service and site management.
B5- To provide new outdoor recreational area with appropriate access for students with physical disabilities.	To install new outdoor recreational facilities - for the purpose of quiet recreational activities.	Financial Resources and site manager	Completed August 2015	The area will be designed to have easy wheelchair access and reviewed and evaluated annually.

C - IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Timeframe	Outcomes
C1: Make information more accessible to students (and parents) with disabilities	Use national and local recommendations to develop plans to make information more accessible.	LA guide to making information more accessible Teaching Staff, Parent and Student feedback	On going	Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.