

Thomas Telford School



Accessibility Plan

Updated by Nicola Parkinson July 2023

**Review Date July 2024; 25 (Final Review July 2026)
Thomas Telford Accessibility Plan 2023-2026**

Introduction

This accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Thomas Telford School is committed to improve access for disabled students to prevent discrimination against disabled students.

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 Head Teacher 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 Head 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 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 Students with disabilities

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 students' disabilities and students' and parents' 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.

Identifying Barriers to Access: Checklist

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are your classrooms optimally organised for disabled students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do sequences of lessons provide opportunities for all students to achieve?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are lessons responsive to student diversity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are all students encouraged to take part in music, drama and physical activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do all staff recognise and allow for the mental effort expended by some disabled students for example using lip reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do all staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do you provide access to computer technology appropriate for students with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are there high expectations of students regardless of any disability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do staff seek to remove all barriers to learning and participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are emergency and evacuation systems set up to inform all students, including students with SEN and disability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Could any of the décor or signage be considered to be confusing or disorienting for disabled students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are areas to which students should have access well lit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are steps made to reduce background noise for hearing impaired students such as considering a rooms acoustics, noisy equipment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is furniture and equipment selected, adjusted and located appropriately?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 disabilities?

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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. SEND team communicate with relevant outside agencies to determine appropriate equipment on an individual basis.	Time / training	Annually, Review July 2024	Students with disabilities have increased access to curriculum materials and reduced barriers to assessing the curriculum.
A2: Teachers develop their knowledge of different teaching and learning styles to adapt the curriculum and classroom environment, effectively deploying staff to enhance the learning of students with SEND.	Staff development/Teacher Observations and feedback/CPD Sessions.	Time/training	Annually, Review July 2024	Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for students with SEND disabilities.
A3: Teachers develop skills to deal with students who have specific disabilities	SEND staff provide or arrange specific training for new and existing staff relating to disabilities experienced by students. Utilise Thomas Telford School risk assessment process to engage teachers in developing knowledge on an individual basis.	Time/training	Annually, Review July 2024	Staff have greater understanding of disability issues. Students have reduced barriers to accessing the curriculum and higher achievement. Students are able to access the full extended curriculum.
A4: Disability equality issues are incorporated into Citizenship curriculum	Students to address issues of disability, mental wellbeing and inclusion through Tutor sessions/assemblies/	PSHE Programme of Study	Annually, Review July 2024	Students have greater understanding of disability/welfare issues and understand equality better.

PSHE sessions.

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	<p>a) Review the needs of the identified students</p> <p>b) Ensure that appropriate provision, including places of safety have been established</p> <p>c) Fire procedures for wheelchair students are clearly in place.</p>	<p>Financial resources (funding for evacuation chairs)</p> <p>Time/training</p>	Annually	<p>Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire.</p> <p>3 hour waiting areas located in 4 safe areas at key points around the school, 2 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.</p>
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.	Annually	Identified students have access when required to disabled parking provision.
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, Advice sought from Occupational Therapist when Required.	Annually, Review July 2024	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.

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	Annually, Review July 2024	Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.