



THOMSON HOUSE SCHOOL

Thomson House School

Accessibility Policy and Plan

Policy Agreed by: Premises Committee

Policy Date: February 2022

Review Cycle: Annual

Next Review Date: February 2023

Plan Agreed by: Finance Committee

Policy Date: February 2020

Review Cycle: Three years (progress check each year – 2/21)

Next Review Date: February 2023

All the Thomson House School policies should be read in conjunction with the Equality Policy. This policy should be also read alongside the THS Inclusion Policy.

If you require a copy of this document in large print, Braille or audio format, please contact the School Business Manager

Thomson House School Accessibility Policy

Introduction

This Accessibility Policy and the following Accessibility Plan has been drawn up in consultation with key stakeholders of the school. It is compliant with The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010.

Thomson House School Governors are committed to providing a school which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. THS is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Governing Body of Thomson House School has delegated responsibility for the monitoring of compliance and reviewing of this policy to the Premises Committee. The policy will be reviewed annually; the plan will be reviewed every three years.

Thomson House School does not unlawfully discriminate against pupils because of – amongst others - their disability. This is in accordance with the The Equality Act 2010. Disability is defined in section 6 Equality Act 2010 as: “a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities”.

This Accessibility Policy and Plan ensures that the school is meeting its duties under the public sector equality duty (PSED).

This policy states the school’s intentions with regards to:

- Ensuring access to the **physical environment** of the school for all stakeholders, adding specialist facilities as necessary so that disabled pupils can better access the education, benefits, facilities and services which Thomson House offers all pupils.
- Increase access to the broad and balanced **curriculum** for all pupils, including those with a disability, to ensure that all pupils are equally prepared for life by the end of their time at THS.
- Constantly review access to **communications** and information provided for all key stakeholders, especially pupils, staff, parents and visitors with disabilities.

Physical Environment

Thomson House School is in the Borough of Richmond upon Thames, in Mortlake/East Sheen. Lower School (Reception to Year 3) is sited at 27, Sheen Lane, whilst Upper School (Year 4-6) is sited on Vernon Road. Both sites were developed in accordance with DDA regulations and remain compliant with the DDA regulations included in the Equality Act 2010.

Thomson House School aims to ensure the accessibility of sites and buildings for **all** pupils, staff and visitors to the school, irrespective of any disabilities.

Curriculum

All subjects within the school's broad and balanced curriculum can be accessed by all pupils currently. The THS Inclusion Policy states how different groups of pupils are supported in accessing the curriculum and how reasonable adjustments are made to ensure provision is accessible for each child.

The Accessibility Policy and Plan covers teaching and learning as well as the wider curriculum of the school - such as participation in extra-curricular clubs, cultural activities or school trips. It also covers the provision of specialist aids and equipment, which may assist disabled pupils in fully accessing the curriculum.

Information / Communication

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Examples of improvements in accessibility to information includes providing information in various preferred formats within a reasonable time frame.

This includes handouts, timetables, letters, textbooks and information about the school and school events.

Our Accessibility Plan will be published on the website but is also available in hard copy from the school office.

THOMSON HOUSE SCHOOL ACCESSIBILITY PLAN - FEBRUARY 2020 -2023

IMPROVING THE CURRICULUM ACCESS

INTENT	IMPLEMENTATION & TIMEFRAME	IMPACT - EXPECTED OUTCOME	PROGRESS 02/22
To raise the awareness of staff, governors, parents and pupils to disabilities.	Liaise with Achieving for Children CPD online; in-school training from senior leaders to take place annually (at least) for all staff in September Inset Days; PSHE curriculum to celebrate diversity; parents to be consulted in key policies.	All staff, governors and parents will have a clear understanding of the definition of disability; the needs of children with a disability; and how to ensure the curriculum is fully accessible to them. Children with a disability will be successfully included in all aspects of school life.	Teacher and AT CPD programme has involved significant training on disability (SEND) and accessibility to curriculum. Teachers /ATs have also been on specialist training eg SALT; ASC; D,E&I.
To ensure training for staff in the identification of and supporting children with ASC, Attachment Condition and other specific learning difficulties.	Liaise with Achieving for Children CPD online Relevant staff attend appropriate training within first term.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with ASC, Attachment Condition are successfully included in all aspects of school life.	Zones of Regulation Training (Feb 21); Attachment training for parents & staff from MHST (Jan 22); DE&I training (Sept 21)
All extra-curricular clubs are planned to ensure they are accessible to all children.	Admin team to review all clubs' provision termly to ensure compliance with equality legislation.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Increase in access to all school activities for all pupils.	Good breadth of clubs in place and checked for accessibility in Jan 2022. Clubs include physical – sports, dance & yoga, games, technology, creative arts and music (73% of children

			participate in at least 1 club)
Ensure all children on SEND list have a provision map in place; and efficient deployment of Asst Teachers in support.	Provision maps for all children reviewed regularly and targets reviewed half termly. Discuss Asst Teacher support at each review meeting.	Provision maps and targets are up to date and form a key part of the planning process for all pupils; and support the needs to SEND children. Adult support is available during times that individual children may need support.	SENDCo updates provision map every half term. All SEN IEPs (and targets) are reviewed every half term and shared with parents termly.

IMPROVING THE PHYSICAL ACCESS

Thomson House School was newly refurbished in 2012/14 and physical adjustments have been made to ensure that the buildings are fully accessible. Lifts, disabled toilets and ramps exist on both sites. Further actions to accommodate individual pupil's needs will be made as and when necessary.

INTENT	IMPLEMENTATION & TIMEFRAME	IMPACT - EXPECTED OUTCOME	PROGRESS 02/22
To ensure ease of access to both sites from street level.	Slopes to front doors exist on both sites are in place. Plans to reconfigure entrance on Sheen Lane must include slope to new entrance door on side – plans to be drawn up by the end of 2020/1 academic year.	New access arrangements will be more secure for all staff and pupils at THS as it will create an 'air-lock' system on Sheen Lane site, similar to that on Vernon Road.	Architect plans have been received but the primacy of remedial roof works at Vernon Road and consequential budget constraints have put this work on hold.

To ensure that deliveries have minimal impact on pupils' accessing school.	In keeping with its green credentials, pupils and staff are encouraged to walk, cycle or scooter to school or to travel using public transport links. Deliveries are scheduled around school opening / closing times – further details can be found in the School Travel Plan.	The safety of all pupils is paramount. Pupils will be able to safely enter and leave the school sites without fear of delivery vans. Playground (front of Sheen Lane) will be fully utilised during all break times – giving more space to all pupils.	Deliveries were planned for before 8am. Caretaker should ensure that happens consistently as is in from 6.30am.
Disabled toilets to be accessible for disabled pupils.	There are disabled toilets located on each site – Vernon Road toilet to be refurbished summer 2021.	Disabled toilets will be accessible for those pupils who need wheelchair access.	These works may be undertaken as part of the internal remedial VR decorations to be undertaken in Summer 2022.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes annually.	All pupils' needs will be included in the review of the layout of each classroom – including seating arrangements for individual pupils, taking into account their needs.	Teachers reviewed seating plans and classroom accessibility in Autumn 20, in part due to Covid and distancing but also in terms of best and safest use of space.

IMPROVING THE DELIVERY OF COMMUNICATIONS / INFORMATION

INTENT	IMPLEMENTATION & TIMEFRAME	IMPACT - EXPECTED OUTCOME	PROGRESS 02/22
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<p>To increase the availability of written material in alternative formats, including translation into other languages.</p>	<p>The school will regularly review (annually) the provision of all written information into alternative formats. The school office will promote alternative formats through newsletters; the app and website provision.</p>	<p>The school will provide written information in different formats when required for individual purposes. Delivery of information to key stakeholders improved.</p>	<p>An equality and diversity working party has been formed with the Headteacher, staff and parents. Whilst this is looking at diversity, it is also considering accessibility of all groups within the school community.</p>
<p>To ask / survey parents/carers on the quality and clarity of communication in order to improve communications.</p>	<p>This will be included in the annual parents' questionnaire (Spring 2).</p>	<p>School is more aware of the opinions of parents and acts on this. Parents feel a greater sense of being part of the school community; increased awareness of 'open-door' policy; and empowerment of parents in school improvement. Pupils to benefit from improved communications.</p>	<p>Reception parents survey in Sept 2021 looked at the communications to parents on starting school and was overwhelmingly positive. Feb 2022 parent survey outcomes showed that 96% of parents were happy with the school and would recommend it.</p>
<p>Increase the awareness / ability of teachers in communicating effectively with parents for whom English is not their first language.</p>	<p>Establish a communications policy. Staff to have training in communicating with EAL parents and email usage. Admin team to establish a language skills database of adults in school.</p>	<p>All school information to be made accessible for all. Effective delivery of school information to parents will support the children of EAL parents in their learning journey at THS.</p>	<p>Teachers have been asked to ensure all comms go via the school office to be sent via the app, to ensure consistency of comms and information.</p>