



THOMSON HOUSE SCHOOL

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Thomson House School Accessibility Policy and Plan

Agreed by: Full Governing Body

Date: October 2014

Review Cycle: Every three Years

Next Review Date: October 2017

All the Thomson House School policies should be read in conjunction with the Equality Policy

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

Introduction

This Accessibility Policy and Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school. It is compliant with The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010.

This policy should be read in conjunction with the following policies, strategies and documents of the school:

Curriculum
Complaints Policy
Equal Opportunities and Diversity
Health & Safety (including off-site safety)
Behaviour Policy
Strategic Development Plan
Asset Management Plan
SEND and Inclusion Report and Policy
Outdoor Learning Policy
School Travel Plan
Premises Management: Security and Procedures

Thomson House School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The school currently does not have any pupils, staff or parents with disabilities requiring additional access.

Thomson House School plans, over time as the school grows, to increase the accessibility of provision for all pupils, staff and visitors to the school. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame.

Context

Thomson House school is in the Borough of Richmond upon Thames, in Mortlake/East Sheen. The area offers numerous green spaces and plenty of outdoor learning opportunities. It is well-served by overland rail (it is adjacent to Mortlake train station) and by buses.

Thomson House opened in September 2013 at the former United Reform Church on Vernon Road, SW14 8NH. Reception and Year 1 are located here until the second site on 27 Sheen Lane, Mortlake, SW14 8HY is ready in mid- 2015.

Our objective at full capacity is for the Lower School (Reception to Year 3) to be at the Court House and the Upper School (Year 4-6) on Vernon Road.

Both sites have been developed in accordance with DDA regulations and the Access Audit of the School, which is undertaken regularly by the Local Authority. The audit will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
compliant with the DDA.

Curriculum

Whilst there are currently no pupils with disabilities, all curriculum areas can be accessed by every pupil with minimal modifications to practices, timetables or rooms, should the situation change. Inclusion and access will be included as part of our curriculum policy reviews. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Information

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. Our Accessibility Plan will be published on the website. The Plan will be monitored through the Finance and General Purposes Committee of the Governors.

THOMSON HOUSE SCHOOL ACCESSIBILITY PLAN SEPTEMBER 2014

IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service if need arises	All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Ongoing involvement as appropriate	Hearing impaired children successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties.	Relevant staff attends appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	CS had training on TEACCH approach for ASD VA training in Oct 2014	Children with ASD, Attachment Disorder are successfully included in all aspects of school life.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetable already in use.	All pupils have access to the National Curriculum.

Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed Discuss perception of issues with staff to determine the current status of school. See also Equality assessment.	Whole school community aware of issues relating to Access.	Ongoing	Community will benefit from a more inclusive environment
Ensure all children on SEND list have a provision map in place.	Provision maps for all children reviewed annually and assertive mentoring targets reviewed half termly	Provision maps and targets are up to date and form a key part of the planning process for all pupils.	Ongoing	Provision maps and targets in place to support the needs of individual children.
Review TA deployment as needed to enable pupils to be appropriately supported.	Discuss half termly at Pupil Progress meetings.	Adult support is available during times that individual children may need support.	Review annually	Children have access to support.

PHYSICAL ACCESS

Thomson House School has been newly refurbished and physical adjustments have been made to ensure that the building is fully accessible. A lift has been installed and the school is appropriately equipped. Further actions to accommodate individual pupil's needs will be made as and when necessary.

Street Approach Routes, Traffic and Access	These are detailed in the School Travel Plan.
Approach to entrance	There are no obstacles along the approach to the Vernon Road building from either the main doors on the corner or from the side entrance. There is clear signage by the main school entrance and a ramp for wheelchair access. Children enter the school via the main doors at 8.30am after which access is through the main entrance red double doors. This is controlled by a security code and buzzer. Entrance to the Sheen Lane site will have similar access and security.
Car Parking and Deliveries	In keeping with its green credentials, pupils and staff are encouraged to walk, cycle or scooter to school or to travel using the excellent public transport links. There is no dedicated parking available and procedures to minimise the impact of deliveries can be found in the School Travel Plan.
Corridors, Stairs and Refuge Areas for fire evacuation	Corridors on the Vernon Road site comply with the 1200mm minimum width requirements for wheelchair users and other people to pass safely past each other. Floor coverings are suitable, being linoleum, tiles, polished wood or carpet. Stairs have handrails and refuge areas on the first floor enable disabled pupils to be evacuated safely in the case of fire. There is a wheelchair lift. The Sheen Lane site is under development and has due regard to legal requirements for access. Fire evacuation procedures take into account the needs of pupils or adults with disability.
Disabled toilets	We have a disabled toilet located on each floor at Vernon Road. The Sheen Lane site will have toilet provision compliant with the DDA.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to pupils and parents/carers improved.
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire and included in Parent Focus Group.	School is more aware of the opinions of parents and acts on this.	From Summer 2015	Parental opinion is surveyed and action taken appropriately.
Make available school prospectus, school newsletters and other information on the website	Review all current school publications and promote their availability	All school information available for all. School information published on the website and available in hard copy and different formats on request.	Ongoing	Effective delivery of school information to parents and the local community.