



Accessibility Policy and Plan

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Introduction

At Thomson House School, we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Where at all possible, we will take reasonable steps to ensure that stakeholders are not placed at a substantial disadvantage due to disability. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, paragraph 3, relating to Disability, of the Equality Act 2010 and The Special Education Needs and Disability Regulations 2014. The LAC is accountable for ensuring the implementation, review and reporting on progress over a prescribed period of time. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Thomson House School plans, over time, to ensure continuing and improved accessibility of provision for all pupils, staff, parents/carers and visitors to the school.

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. All classrooms at Thomson House School have step-free access via ramps and lifts. Disabled toilets are available in both the Lower and Upper School.

Unfortunately, the following spaces at Thomson House School do not have step-free access:

- Upper School Music Rooms
- Lower School Library

We ensure that equipment used at school is accessible to all children regardless of their needs. After-school provision and extracurricular activities are accessible to all children, including those with SEND.

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 2023 -2026

IMPROVING THE CURRICULUM ACCESS

INTENT	IMPLEMENTATION & TIMEFRAME	IMPACT - EXPECTED OUTCOME	PROGRESS 02/25
<p>To raise the awareness of staff, LAC members, parents and pupils to disabilities.</p>	<p>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.</p>	<p>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.</p>	<p>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. Jan 24-Onwards: SENCO delivers regular inclusion assemblies to pupils promoting inclusion and awareness of disabilities.</p>
<p>To ensure training for staff in the identification of and supporting children with ASC, Attachment Condition</p>	<p>Liaise with Achieving for Children CPD online Relevant staff attend appropriate training within first term.</p>	<p>All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.</p>	<p>Zones of Regulation Training (Feb 21); Attachment training for parents & staff from MHST (Jan 22); DE&I training (Sept 21); Occupational Therapy and</p>



<p>and other specific learning difficulties.</p>		<p>Children with ASC, Attachment Condition are successfully included in all aspects of school life.</p>	<p>Speech and Language Therapy training via Richmond Parish Lands (Oct 24-ongoing); SCIP training (Sep 23-ongoing)</p> <p>School makes regular use of the AfC autism advisory service via EISS referrals to identify ways of better supporting individual children.</p>
<p>All extra-curricular clubs are planned to ensure they are accessible to all children.</p>	<p>Admin team to review all clubs' provision termly to ensure compliance with equality legislation.</p>	<p>All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Increase in access to all school activities for all pupils.</p>	<p>Good breadth of clubs in place.</p> <p>Clubs include physical – sports, dance & yoga, games, technology, creative arts and music (81% of children participate in at least 1 club)</p>
<p>Ensure all children on SEND list have a provision map in place; and efficient</p>	<p>Provision maps for all children reviewed regularly and targets reviewed termly.</p> <p>Discuss Asst Teacher support at each review meeting.</p>	<p>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</p>	<p>Individual provision maps are incorporated into IEPs and reviewed termly. All SEN IEPs</p>



deployment of Asst Teachers in support.		available during times that individual children may need support.	(and targets) are reviewed and shared with parents termly.
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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 02/25
<p>To ensure ease of access to both sites from street level.</p>	<p>Slopes to front doors exist on both sites are in place.</p> <p>Plans to reconfigure entrance on Sheen Lane a currently on hold but should they progress the designs include a slope to new entrance door on side.</p>	<p>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.</p>	<p>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. We have applied for CIF aid 2024/25.</p>
<p>To ensure that deliveries have minimal impact on pupils’ accessing school.</p>	<p>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.</p> <p>Deliveries are scheduled around school opening / closing times –</p>	<p>The safety of all pupils is paramount. Pupils will be able to safely enter and leave the school sites without fear of delivery vans.</p> <p>Playground (front of Sheen Lane) will be fully utilised during all break times – giving more space to all pupils.</p>	<p>Deliveries were planned for before 8am. Caretaker should ensure that happens consistently as is in from 7.00am.</p>



	further details can be found in the School Travel Plan.		
Disabled toilets to be accessible for disabled pupils.	There are disabled toilets located on each site – Vernon Road toilet was refurbished in the summer of 2022.	Disabled toilets will be accessible for those pupils who need wheelchair access.	These works were part of the internal remedial VR decorations 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 as part of the preparations of the new academic year in Sept 24, in terms of best and safest use of space.



IMPROVING THE DELIVERY OF COMMUNICATIONS / INFORMATION

INTENT	IMPLEMENTATION & TIMEFRAME	IMPACT - EXPECTED OUTCOME	PROGRESS 02/25
<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 was formed in 2022 with the Headteacher, staff and parents. Whilst this is looking at diversity, it is also considering accessibility of all groups within the school community. WLT in 2025 are developing their trustwide Equality, Diversity and Inclusion strategy.</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</p>



			<p>parents were happy with the school and would recommend it.</p> <p>Policies in 2024/25 are being reformatted to be reader and disability friendly.</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.</p> <p>Staff to have training in communicating with EAL parents and email usage.</p> <p>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 Arbor, to ensure consistency of comms and information.</p> <p>Our new EAL coordinator has held coffee mornings and is in regular contact with families who do not have English as a first language. New starter processes are also in place for those with English as an additional language. CPD for staff covering our diverse and</p>



			rich make up and resources to signpost.
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