



# Accessibility Plan

Document Detail	
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<b>Authorised By:</b>	Full Governing Body
<b>Author:</b>	Strategic Business Leader
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<b>Next Review Date:</b>	Progress towards aims updated annually Next review: February 2020
<b>To be read in conjunction with:</b>	The Accessibility Policy is not a stand-alone document and should be considered alongside the following school policies:  Teaching & Learning Policy; Behaviour Policy; SEN Policy; Inclusion Policy; Supporting Pupils with Medical Conditions; Safeguarding Policy; Health & Safety Policy; Premises Management Policy; Fire Risk Assessments; Premises Risk Assessments; Business Continuity and Critical Incident Policy

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

## **1. Key Objectives & Aims**

Tidemill Academy is committed to providing an 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. Our Accessibility Plan details relevant actions in regard to four key areas:-

### **Section 1: Physical Site Access**

Access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

### **Section 2: Access to the Curriculum**

Increased access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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.

### **Section 3: Access to Information**

Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities, ensuring information is made available in preferred formats and additional support is provided for pupils / parents and visitors who are unable to access written information.

## **2. Responsibilities & Training**

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school. To ensure all staff are equipped to do this, the Governors and Senior Leadership Team recognise the importance of ongoing awareness raising and training for all staff regarding the needs of disabled people and how to best provide assistance for them to enjoy the school experience as fully as possible.

## **3. Health & Safety**

Health and safety issues are identified and addressed on a continuous basis by a range of people within school - including the Special Educational Needs Coordinator (SENCo), Health & Safety Committee, teachers (activities, classrooms) and the Premises Manager and Educational Visit Co-Ordinator. Risk assessments (school and trips / activities) take account of specific students with disabilities and identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS). The SENCo has the responsibility for ensuring that identified students with Special Educational Needs (SEN) access all areas of the site within the health and safety guidelines. The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff.

## **4. Supporting partnerships**

Tidemill Academy works with a large number of specialist services and supporting partners including: Occupational Therapists; Speech & Language Therapists; Educational Psychology Service; CAHMs child and adolescent mental health services; School Nurse; Lewisham SEN Team; Lewisham Specific Learning Difficulties Team; Lewisham LEARN Team; Place2Be Counselling Service; Other Advisory Services & Charities

Tidemill Academy also has close relationships with its feeder nurseries and pre-schools, as well as working closely with other schools, to ensure thorough transitional arrangements are in place for new pupils starting school. This may include multi-agency meetings with parents and all professionals involved with supporting the child.

#### **5. Review & Implementation**

The Accessibility Plan will be drawn up to cover a 3 year period and will be reviewed annually by the Governing Body. The review will look at each action to assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

#### **6. Availability, Comments and Complaints**

The Accessibility Policy will be available on the school website and from the school office. Any suggestions, comments or complaints should be raised with the Headteacher or the Strategic Business Leader or via the school's Complaints Policy.

## Section 1: Physical Site Access

Tidemill Academy is fortunate to have a new building which was designed to provide excellent accessibility of provision for all pupils, staff and visitors to the school and meets the requirements of the Equality Act, 2010. The review of the site access, and the resultant actions, has taken into account ambulant, dexterity, visual, auditory and comprehension impairment requirements. Where classrooms and common areas cannot be further adapted to suit particular disability requirements, or maintenance issues are temporarily impacting accessibility, changes will be made to the curriculum where possible to accommodate these needs.

<p style="text-align: center;"><b>Current good practice</b></p> <p style="text-align: center;"><i>Include established practice and practice under development</i></p>	<p style="text-align: center;"><b>Objectives</b></p> <p style="text-align: center;"><i>State short, medium and long-term objectives</i></p>	<p style="text-align: center;"><b>Person responsible</b></p>	<p style="text-align: center;"><b>Date to complete actions by</b></p>
<ul style="list-style-type: none"> <li>• The building is within convenient distance of a public highway, two stations and parking with a street crossing patrol at the beginning and end of the day.</li> <li>• Routes to school have dropped curbs with tactile information.</li> <li>• Ramps and external stairs are identified by visual &amp; tactile information.</li> <li>• All classrooms are on the ground floor with full disabled access.</li> <li>• Disabled toilets available throughout the school, one with a height adjustable changing bed available for pupils with continence complications related to disability. Nurse call system in disabled toilets.</li> <li>• Sensory room available for children with sensory impairment and ASD.</li> <li>• Power operated front doors with movement sensors.</li> <li>• Dual height reception desk with induction loop.</li> <li>• Soundfield voice amplification system in classrooms.</li> <li>• Evacuation lift in Deptford Lounge building with visual and tactile information and audible floor indication</li> <li>• Platform lift available in school building with visual, tactile and audible floor indication.</li> <li>• Refuge call system.</li> <li>• Evacuation chairs.</li> <li>• Medical room and fridge for storing medication. Classroom fridge provided for children who need diabetes medication kept in class.</li> <li>• Trained teaching assistants able to administer Epi-Pens &amp; test blood sugar levels. Specific training for TAs to deal with any pupils in their classes with medical conditions and disabilities.</li> <li>• All teaching assistants and learning support assistants trained in paediatric first aid &amp; specialist training provided for staff working with children with disabilities such as epilepsy.</li> <li>• All areas are well lit, coloured edging strips on stairs with double height bannisters. Evacuation chairs on all stairwells and training provided for staff who work with children with physical disabilities who may need to access. Landings are large enough to permit passing and turning manoeuvres.</li> <li>• Interactive whiteboards and visualisers allow images to be magnified.</li> <li>• Strobe lighting on fire alarms to assist pupils and visitors with hearing impairment.</li> <li>• Appropriate furniture/accessories – pencil grips, wedge seats, alternative pens &amp; pencils, fiddle toys, specialist cutlery.</li> <li>• Communicate in Print symbols used on signage.</li> <li>• Rubber crumb playground surfaces &amp; cushioned artificial grass in nursery &amp; reception playgrounds to make environment safer for pupils with mobility / balance issues.</li> <li>• Glass safety stickers throughout building.</li> </ul>	<p><u>Short Term – Mobility Impairment</u> Improvement of slip resistance on the deck through annual re-inspection of new non-slip coating and weekly/half termly maintenance.</p> <p><u>Short Term</u> Assisted door opening solution for heavy classroom doors to be installed in classrooms with staff / pupils with mobility impairment</p> <p><u>Medium Term</u> Improved signage to indicate access routes around school including visual plan</p> <p><u>Long Term Term – Visual &amp; Mobility Impairment</u> Lobbying council for loading &amp; delivery bays opposite the school so delivery drivers do not pull onto the pedestrian square.</p> <p>Lobby council for barriers/ revised parking restrictions in Tidemill Way to improve safety for pupils &amp; parents with visual or mobility impairment.</p> <p><u>As Required</u> Adaptations as required to meet needs of any disabled pupils admitted to the school.</p>	<p>Premises Officer</p> <p>Strategic Business Leader &amp; Premises Officer</p> <p>Office Manager</p> <p>Headteacher &amp; Family Liaison Officer</p> <p>Headteacher &amp; SENCo</p>	<p>Annual check – Summer</p> <p>Spring 17</p> <p>Summer '17</p> <p>Summer 18</p> <p>When required</p>

## Section 2: Access to the Curriculum

This section of the Access Plan is monitored by the Headteacher and the Deputy Heads, with support from the SENCo, Assistant Heads and the Lead Teacher for the Speech & Language Resource Base. Students across the Key Stages have an appropriate (differentiated) curriculum to fit their needs.

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<ul style="list-style-type: none"> <li>• Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and therapists as well as external agency support.</li> <li>• Specialist speech &amp; language resource base with specialist speech &amp; language teachers &amp; therapists.</li> <li>• Differentiated lessons with quality first teaching. HLTAs/highly qualified and well-trained TAs supporting pupils in all classes.</li> <li>• Targeted intervention &amp; support programmes delivered by teachers and teaching assistants.</li> <li>• Targeted additional tuition – e.g. Saturday school, Easter school and 1:1 Tuition in year 6.</li> <li>• Learning Mentor to support pupils with emotional, social and behavioural difficulties.</li> <li>• Progress Review Meetings are held with all year groups three times a year to review pupil attainment and progress. Personalised learning programmes, ability sets, SEN support, more able pupil enrichment activities and intervention programmes are reviewed as required and any further training and support needs evaluated.</li> <li>• CPD programme ensures staff are trained to support children with disabilities so they are able to facilitate access to the curriculum and structure lessons &amp; prepare suitable resources.</li> <li>• Soundfield system ensures children with hearing impairment / concentration issues are able to access the curriculum.</li> <li>• Specialist hardware and software e.g. Language Links, Talk to Text, Alpha Smart, Dictaphones, Recordable Whiteboards, Communicate in Print, large keyboards.</li> <li>• Parent workshops to assist parents with dealing with disabilities at home.</li> <li>• Staff recognise and plan additional time for disabled pupils e.g. readers and scribes for SATS.</li> <li>• Provision mapping with SENCo to review progress and attainment of children with disabilities and plan interventions / support needs.</li> <li>• Rainbow lunchtime club for children who struggle in the main playground as a result of disability / behaviour / emotional difficulties.</li> <li>• Dyslexia screening programme.</li> <li>• Invitation after school clubs for specific pupils requiring additional reading, writing or maths support as well as extension lessons for pupils working beyond age related expectations.</li> <li>• Family Liaison Officer to provide support for families.</li> <li>• Annual family school journey for targeted groups of pupils (e.g. ASD, SEN, SLC).</li> <li>• Place2Be counselling service for both pupils &amp; parents to access.</li> <li>• PEEPs developed for pupils, where required.</li> <li>• Back care support chairs and other bespoke equipment for teachers &amp; support staff, where required.</li> <li>• Audio book library.</li> <li>• Individual behaviour plans and playground timetables are prepared by teachers for children requiring additional support to access the curriculum and school enrichment activities.</li> <li>• Pre-transfer meetings are held with secondary schools in order to support pupils with pastoral needs.</li> </ul>	<p><u>Ongoing</u> Training for teachers on differentiating the curriculum and increasing access for disabled &amp; SEN pupils.</p> <p><u>Ongoing</u> Training for TAs, HLTAs and LSAs on supporting curriculum access for pupils with disabilities as well as providing intimate care, first aid and medical support.</p> <p><u>Ongoing</u> Appropriate use of specialised equipment to benefit individual pupils and staff. Reasonable adjustments in the classroom checklist (see appendix) to be shared with all staff.</p> <p><u>Ongoing</u> Commitment to develop and extend the use of ICT to increase pupil access to the curriculum</p> <p><u>Medium Term</u> Training for office team on supporting parents and families with disabilities.</p> <p><u>As Required</u> Specialist play equipment if required to enable disabled pupils to enjoy play which would normally be inaccessible to them.</p>	<p>SENCo &amp; Deputy Head</p> <p>SENCo &amp; Deputy Head</p> <p>SENCo &amp; Deputy Head</p> <p>SENCo &amp; Computing Leader</p> <p>Strategic Business Leader</p> <p>SENCo &amp; Headteacher</p>	<p>Autumn 18</p> <p>As required</p>

### Section 3: Access to Information

This section of the Access Plan is monitored by the Headteacher and Strategic Business Leader, with support from the school's administration team. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. Where necessary, the school will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.

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<ul style="list-style-type: none"> <li>• Signer booked for hearing impaired parents, if required.</li> <li>• Letters read to parents who require support.</li> <li>• Letters made available in a range of different formats, should the need arise, so parents are able to access written information during parent workshops, parents' evenings and review meetings</li> <li>• Hands on parent "Inspire" workshops to show parents how to support their child at home &amp; Stay &amp; Play mornings</li> <li>• Family Liaison Officer support for parents with completing forms including reception admission / secondary transfer documents</li> <li>• Communicate in Print used on school signage &amp; throughout school.</li> </ul>	<p><u>Short Term</u> Parent literacy workshops</p> <p><u>Medium Term</u> Increase accessibility of written materials in alternative formats e.g. through upgrade to website and use of reading programmes</p>	<p>Family Liaison Officer</p> <p>Strategic Business Leader &amp; Office Manager</p>	<p>Spring 2017</p> <p>Autumn 2017</p>

## Appendix 1

### Checklist for reasonable adjustments in the classroom

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful when thinking about adjustments they could make to support pupils access to learning.

<p><b>1. Pre-planning information</b></p> <ul style="list-style-type: none"> <li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li> <li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li> <li>• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO and other support agencies.</li> </ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"> <li>• one to one peer support</li> <li>• collaborative work</li> <li>• valuing difference of race, gender, ethnicity, disability or religion?</li> <li>• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</li> </ul>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>- timing,</li> <li>- variation of activities,</li> <li>- types of activities [concrete/abstract],</li> <li>- reinforcement of key ideas,</li> <li>- extension work</li> <li>- recall of previous work,</li> <li>- links to future work,</li> <li>- clear instructions.</li> </ul> <ul style="list-style-type: none"> <li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li> <li>• Are you able to access specially adapted equipment for some students to enable them to participate fully? If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their different levels?</li> </ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. photos, mind maps, maps and diagrams, pictures, film clips, wall displays</li> <li>• Auditory e.g. story-telling, talking, effective questions, problem solving, clear sequencing, music, singing</li> <li>• Kinaesthetic e.g. movement, role play, artefacts, the environment</li> </ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding (practical materials) e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc</li> </ul>	
<p><b>6. Self presentation</b></p> <ul style="list-style-type: none"> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson and make sure all children are understanding you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul>	

<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with &amp; communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• Does their use allow all children to be equally included in the class activities?</li> <li>• If you are using support staff for withdrawal, how are you ensuring the pupils are gaining from this?</li> <li>• As the class teacher, are you also teaching the pupil?</li> </ul>	
<p><b>8. Classroom organisation</b></p> <p>Is seating carefully planned and/or the activity accessible for pupils with:</p> <ul style="list-style-type: none"> <li>• mobility impairments e.g. circulation space, table height</li> <li>• hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li> <li>• visually impaired e.g. maximise residual sight, if touch can reach</li> <li>• pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>• pupils with short attention span/easily distracted eg: sit on own, use of work station</li> </ul>	
<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>• Friendship groups?</li> <li>• Mixed sex/same sex groups?</li> <li>• Mixed ability/same ability groups?</li> <li>• Specific pairs of pupils working together, eg: in order to challenge and/or support</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b></p> <ul style="list-style-type: none"> <li>• Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</li> </ul>	
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>• the allocation of teacher and support staff time;</li> <li>• being listened to/ paid attention to;</li> <li>• being respected;</li> <li>• achieving;</li> <li>• interacting with their peers.</li> </ul>	
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"> <li>• Have you looked at alternative forms of assessment e.g. video recording progress?</li> <li>• How will you involve pupils in assessing their progress?</li> </ul>	