



Accessibility Plan

This is the school plan which informs this policy:

1: Supporting Education

	Aim	Lead CR+	Gov committee
1	To improve GCSE results to 0 or above	AT	Curriculum
2	To maintain ALPS 2	JCB	Curriculum
3	To improve attendance to 96% and lateness to 2.5%	AT	Inclusion
4	To improve student behaviour further	AT	Inclusion
5	To recruit, retain and train the best quality staff	JCB	Inclusion
6	To include every child in our comprehensive school	AT	Inclusion
7	To maintain a broad and balanced curriculum	JCB	Curriculum
8	To base our curriculum on <i>powerful knowledge</i>	JCB	Curriculum

2: Supporting understanding

9	To adapt teaching so all learners make good progress	JCB	Curriculum
10	To improve engagement in independent learning	JCB	Curriculum
11	To offer top-quality guidance education	AT	Inclusion
12	To maintain outstanding personal development & welfare	AT	Inclusion
13	To engage all parents and carers in children's learning	AT	Inclusion
14	Using our community so children see a range of futures	AT	Inclusion

3: Supporting change

15	To embed Tallis Habits in all our teaching and learning	JCB	Curriculum
16	To embed Tallis Character in all our interactions	AT	Inclusion
17	To reduce teacher workload	JCB	Curriculum
18	To ensure equality and diversity in all our activities	AT	Inclusion
19	To improve boys' achievement	AT	Inclusion
20	To encourage positive use of electronic devices	JCB	Curriculum
21	To model and encourage sustainability	CC	Resources

1. OUR VISION

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995(DDA), as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It is published on the school website and will be reviewed annually.

Disability is defined by the Equality Act: "A person has a disability 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 carry out normal day to day activities."

At Thomas Tallis we believe in equality of opportunity for all students. Our vision is to create a safe, happy and supportive environment in which each individual feels valued and respected, where true potential is recognised, high expectations are fulfilled, and personal achievements celebrated. We are committed to making reasonable adjustments to the physical and learning environment, and communication with parents/carers, so that students can access and benefit fully from the curriculum in its widest sense. We are proud of our culture of inclusion and challenge any negative attitudes about disability and accessibility. The plan sets out ways the school will reduce and eliminate barriers facing students with disabilities.

It is the responsibility of all staff to implement this policy with the support of external partnerships, and to continue to develop our inclusive practices.

The Accessibility Plan should be read in conjunction with Tallis's SEND policy, Equal Opportunities policy and Complaints Procedures.

2. AIMS AND OBJECTIVES

We aim to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students and parents or carers

WE AIM TO	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	DATE
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<p>1. Increase access to the curriculum for students with a disability</p>	<p>a. High quality teaching informed by high expectations and knowledge of students' individual needs provides opportunities for all students to achieve</p> <p>b. Staff are informed of all needs via the SEND register, Medical register, Care Plans and Student Profiles. Regular SEND training is provided to all staff</p> <p>c. Education Assistants and Individual Support Assistants provide targeted support where needed to students with SEN and disabilities (in class, in intervention classes, reflection room and Basecamp)</p> <p>d. Access to additional support from the School Nurse, Greenwich Sensory Service, CAMHS, EP, ASD Outreach, SALT, OT, Prospects and physiotherapy for assessments and support.</p> <p>e. Liaison between school and health professionals to enable a gradual return to school for students after a prolonged absence following illness or injury</p> <p>f. Access arrangements in place, as per entitlement, for KS4 & 5 students with SEND</p> <p>g. DSPs (SCALI and DSC) practice was graded outstanding (Ofsted 2014)</p> <p>h. Film resources are subtitled, interpreters are deployed to all assemblies and meetings.</p> <p>i. Progress of all students is regularly monitored and underachievement addressed</p> <p>j. Rigorous procedures for transferring individual students' SEND information between schools</p> <p>k. A range of extra-curricular clubs including homework support for all students</p> <p>l. Greenwich Local Offer of services and community events shared with</p>	<p>1. To tackle any under-achievement; support students' social and emotional development and increase independence</p> <p>2. To further provide resources that meet the needs of the individual student and supports them towards developing independence.</p> <p>3. To promote an understanding of disabilities throughout the school, an awareness of the needs of students with a disability and strategies and a celebration of the achievement of all students</p> <p>4. To ensure school visits and extra-curricular opportunities are made accessible to all students and that interested students with disabilities participate</p>	<p>i. Inclusion and SEND jointly to review students' social and emotional development via half-termly Multi-Disciplinary meetings</p> <p>ii. Intervention Education Assistants, the Learning Support Unit and external agencies to plan and deliver half-termly or termly tailored intervention programmes</p> <p>iii. Identify students who require an EHCP and make timely applications as appropriate</p> <p>iv. Investigate options for students with disabilities to have access to appropriate computer technology within one month of arrival</p> <p>v. Establish provision for EAL students and parents or carers: timetable of support, establish monitoring systems by Oct half term which are reviewed termly</p> <p>vi. Make referrals via the Early Help Assessment programme to support families as appropriate</p> <p>vii. Make referrals to Camhs and Specialist Camhs to support SEMH issues</p> <p>viii. Use the Preventions Directory to put students and families in touch with available services as appropriate, and follow-up response energetically, with accurate notes.</p> <p>ix. Review curriculum offer and pathways so that students are being given the best education by January for y9 options, by April for y10-11 droppers</p> <p>x. Regular CPD arranged as part of whole school CPD programme so that all staff understand their duties and best practice. Programme ready in September each year. Staff coverage analysed in June</p>	<p>FK JC VH JH VJ PH LS EAs ISAs</p>	<p>Annually or more frequently.</p>
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	<p>parents/carers during Annual Review Process</p> <p>m. Specialist technology to support Hearing Impaired students to access speech in place</p> <p>n. Visual and Acoustic Technology in place to support students learning at home when they cannot access school.</p>		<p>xi. Assemblies, Community Days, Awareness Days, newsletters, noticeboards to raise awareness of all issues in the whole community. Report to governors annually</p> <p>xii. Develop the role of EAs and ISAs to improve the practice of adapting materials (differentiation) and scaffolding across the curriculum. Training and monitoring throughout year, report to LG June 2019.</p> <p>xiii. Monitor inclusion of students with SEND in extra-curricular activities, trips, assemblies and School Council. Report to LG June 2019</p>		
2. Improve and maintain access to the physical environment	a. Reasonable adjustments should be made to any physical barriers that may prevent disabled people using a service, or our service should be provided by a reasonable alternative means.	1. Ensure premises are maintained and well-lit with clear signage	<p>i. Lighting ,contrast paint schemes and textured flooring to help visually impaired children in place</p> <p>ii. Carpeting and acoustic tiling of classrooms to help hearing impaired pupils in place</p> <p>iii. Soundfield Systems fitted to support and improve acoustics in large meeting rooms.</p>	CR FK JC CS VH AT G4S	
3. Improve the delivery of written information to students and parents or carers	<p>a. Use visual or pictorial symbols in addition to words, with good contrast (e.g. black on white).</p> <p>b. Express school information clearly and plainly, using short words and the active rather than passive voice.</p>	1. To ensure that all recipients can read and understand what we are communicating.	i. All official school documents to be proof-read and authorised by CR, VC or JN for accessibility.	All	

3. ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
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Corridor access	Corridors wide to accommodate SEN. Floors and corridors kept clear of clutter	Already achieved	Facilities Manager	N/A
Lifts	Lifts available to support students with SEN	Identify students who require support and issue lift passes via reception	G4S to conduct annual service maintenance	N/A
Parking Bays	Disabled parking bays marked out on site, accessible and situated close to entrance	Parking bays marked out and allocated accordingly	G4S	30 October 2016
Entrances	Entrances to school wide to accommodate wheelchair users with controlled automatic access	Already achieved	N/A	N/A
Ramps	No ramps required as site DDA compliant. Lifts in place.	Already achieved	N/A	N/A
Toilets	Toilets wheelchair accessible on ground floor in all blocks	Already achieved	N/A	N/A
Reception areas	Floor dimension, low reception desk height and surrounding area wide enough to accommodate wheelchair users	Already achieved	Facilities Manager	N/A
Signage	Visual or pictorial symbols in situ for the visually impaired	Signage to be reviewed	Facilities Manager, CR and JN	N/A
Emergency escape routes	Refuge points identified. Fire Evacuation plan incorporates SEN awareness	PEEP forms completed for SEN students. Staff made aware how to assist in event of emergency	Facilities Manager & SENCO & Safeguarding	Further meeting