



## Accessibility Policy and Plan

<b>Author:</b>	<b>Francesca Kamei</b>
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<b>Frequency of Review</b>	<b>Annually</b>
<b>Review Date:</b>	<b>June 2023</b>

## ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

## **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
<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</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>i. Inclusion and SEND jointly to review students' social and emotional development via <b>half-termly</b> Multi-Disciplinary meetings</p> <p>ii. Intervention Education Assistants, the Learning Support Unit and external agencies to plan and deliver <b>half-termly or termly</b> tailored intervention programmes</p> <p>iii. Identify students who require a higher level of support and code as High K and make timely Needs Assessments (EHCp) applications <b>as appropriate</b></p> <p>iv. Investigate options for students with disabilities to have access to appropriate computer technology</p> <p>v. Establish provision for EAL students and parents</p>	<p><b>FK/ KW/ CN</b></p> <p><b>JN</b></p> <p><b>LP</b></p> <p><b>JH</b></p> <p><b>VJ</b></p> <p><b>PH</b></p> <p><b>LS</b></p> <p><b>EAs</b></p> <p><b>ISAs</b></p> <p><b>SC</b></p>	<p><b>Annually or more frequently.</b></p>

WE AIM TO	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	DATE
	<p>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 &amp; 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. All Tallis Website material to have cc or in vision BSL interpretation</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</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>or carers: timetable of support, establish monitoring systems by <b>Oct half term</b> which are reviewed termly</p> <p>vi. Make referrals via the Early Help Assessment programme to support families <b>as appropriate</b></p> <p>vii. Make referrals to Camhs and Specialist Camhs to support SEMH difficulties</p> <p>viii. Use the Preventions Directory to put students and families in touch with available services <b>as appropriate, and follow-up response energetically, with accurate notes.</b></p> <p>ix. Review curriculum offer and pathways so that students are being given the best education <b>by January for y10 options, by April for y10-11 droppers</b></p>	<p>CN/ JH/ JN</p> <p>JW/FK</p> <p>FK/JCB</p> <p>FK/JCB/HO</p> <p>JCB/KW</p>	

WE AIM TO	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	DATE
	<p>support for all students</p> <p>l. Greenwich Local Offer of services and community events shared with parents/carers during Annual Review Process. Greenwich/Lewisham Parent forum information shared with relevant families via email</p> <p>m. Specialist technology to support Hearing Impaired students to access speech in place and updated regularly.</p> <p>n. Visual and Acoustic Technology in place to support students learning at home when they cannot access school. Teams set up for all classes when learning remotely</p>		<p>x. Regular CPD arranged as part of whole school CPD programme so that all staff understand their duties and best practice. <b>Programme ready in September each year.</b></p> <p>xi. Assemblies, Community Days, Awareness Days, newsletters, noticeboards to raise awareness of all issues in the whole community. <b>Report to governors annually</b></p> <p>xii. Develop the role of EAs and ISAs to improve the practice of adapting materials (differentiation) and scaffolding across the curriculum.</p> <p>xiii. Monitor inclusion of students with SEND in extra-curricular activities, trips, assemblies and School</p>	<p>CH/MS</p> <p>CN/LP</p> <p>FK/CN</p>	

WE AIM TO	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	DATE
			Council. <b>Report to LG / Governors Jan 2022</b>		
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	<ul style="list-style-type: none"> <li>i. Lighting ,contrast paint schemes and textured flooring to help visually impaired children in place</li> <li>ii. Carpeting and acoustic tiling of classrooms to help hearing impaired pupils in place</li> <li>iii. Soundfield Systems fitted to support and improve acoustics in large meeting rooms, sports hall and main hall</li> </ul>	<b>CR</b> <b>FK</b> <b>JN</b> <b>VC</b> <b>CC</b> <b>JN</b> <b>BM</b> <b>G4S</b>	

WE AIM TO	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	DATE
3. Improve the delivery of written information to students and parents or carers	<ul style="list-style-type: none"> <li>a. Use visual or pictorial symbols in addition to words, with good contrast (e.g. blue on white).</li> <li>b. Express school information clearly and plainly, using short words and the active rather than passive voice.</li> </ul>	1. To ensure that all recipients can read and understand what we are communicating.	<ul style="list-style-type: none"> <li>i. All official school documents to be proof-read and authorised by CR, DWa or JN for accessibility.</li> </ul>	<b>All</b>	

### 3. ACCESS AUDIT

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
<b>Corridor access</b>	Corridors wide to accommodate SEN. Floors and corridors kept clear of clutter	<b>Already achieved</b>	<b>Operations Manager</b>	<b>N/A</b>
<b>Lifts</b>	Lifts available to support students with SEN	<b>Identify students who require support and issue lift passes via reception</b>	<b>G4S to conduct annual service maintenance</b>	<b>N/A</b>
<b>Parking Bays</b>	Disabled parking bays marked out on site, accessible and situated close to entrance	<b>Already achieved</b>	<b>G4S</b>	<b>N/A</b>



FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
<b>Entrances</b>	Entrances to school wide to accommodate wheelchair users with controlled automatic access	<b>Already achieved</b>	<b>N/A</b>	<b>N/A</b>
<b>Ramps</b>	No ramps required as site DDA compliant. Lifts in place.	<b>Already achieved</b>	<b>N/A</b>	<b>N/A</b>
<b>Toilets</b>	Toilets wheelchair accessible on ground floor in all blocks	<b>Already achieved</b>	<b>N/A</b>	<b>N/A</b>
<b>Reception areas</b>	Floor dimension, low reception desk height and surrounding area wide enough to accommodate wheelchair users	<b>Already achieved</b>	<b>Operations Manager</b>	<b>N/A</b>
<b>Signage</b>	Visual or pictorial symbols in situ for the visually impaired	<b>Signage to be reviewed</b>	<b>Operations Manager, CR and JN</b>	<b>N/A</b>
<b>Emergency escape routes</b>	Refuge points identified. Fire Evacuation plan incorporates SEN awareness	<b>PEEP forms completed for SEN students. Staff made aware how to assist in event of emergency.</b>	<b>Operations Manager &amp; SENCO &amp; Safeguarding</b>	<b>N/A</b>