



# **The Complete Works Policies**

## **Accessibility Plan South School**

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## **1. Aims**

This policy is designed to cover the accessibility policy for the following 4 key areas of the The Complete Works South School (TCW South):

- **Access to the Curriculum**
- **Access to Pastoral Support**
- **Site Accessibility**
- **Access to information**

At TCW South we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of need or ability. This is in compliance with the Equality Act (2010).

Definition of someone who has a disability

*“Substantial and long-term adverse effect” on their ability to carry out normal day-to-day activity”* (Equality Act 2010).

TCW aims to treat all stakeholders, including students, prospective students, Trustees and other members of the school community favourably and wherever possible takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled students, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

TCW is active in promoting positive attitudes to disabled people in the school and community and in planning to increase access to education for all disabled students.

As part of the schools continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection and discussion.

## **2. Legislation**

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. This policy complies with our funding agreement and articles of association. This Plan is informed by the Accessibility Audit of TCW East School.

### **3. Policy Links**

This policy supports/complements the following policies:

- SEND Information Report
- SEND Policy
- Behaviour Policy
- Curriculum Policy
- Equality and Diversity Policy
- Health and Safety Policy

### **4. Access to the curriculum**

All teachers are provided with training in all areas Special Educational Needs. Training is given during the staff induction period, and then throughout the year with regards to specific needs.

All students have an Individual Education Plan that supports staff to make sure the student is able to access the curriculum.

At TCW we educate students across all 4 areas of needs and support them as follows.

#### **4.1 Aims to improve access to the curriculum for pupils with a disability**

##### **What we are currently doing:**

- TCW offers a differentiated curriculum for all pupils
- Resources are specifically designed to support students with disabilities to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to meet the needs of all pupils. Our school uses an effective range of teaching methods to ensure that the needs of all students are met.
- Complying with the Equality Act 2010 To ensure open and honest collaboration and information sharing between school and families.
- All students are included in school trips where possible.
- Regular learning walks.
- ASD-friendly approaches incorporated universally eg visual timetables.

##### **What we need to improve over the next 2 years:**

- Feature examples of individuals with disabilities within our curriculum resources.
- Liaise with external agencies, identifying training needs and implementing staff training where needed.
- School council meetings to discuss resources for students with a disability.

**Success Criteria:**

- Raised staff confidence in strategies for differentiation and increased pupil participation.
- Wider use of SEN resources in classrooms.
- All students are able to complete an accredited or non accredited course
- Teachers recognise when lesson designs do not support pupils with additional needs

**5. Communication and Interaction**

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of autism or autistic spectrum disorders, including Asperger's syndrome, have needs in this area.

Children with communication and interaction difficulties may or may not also have learning difficulties.

All students access their education in either 1:1 or small group settings - staff tailor their lessons so that students are able to communicate effectively and access the curriculum. Some of the ways they achieve this are by:

- Encouraging children to question when they do not understand something
- allowing for more thinking time
- allowing for more response time
- where possible making use of visual information
- ensuring there are no visual distractions
- keeping background noise to a minimum
- encouraging children to repeat instructions
- allowing to respond not necessarily verbally
- breaking down instructions into smaller components
- stressing key words and using slightly exaggerated intonation
- using gestures or simple signs
- using short clear sentences
- modelling accurate pronunciation
- use of Sentence starters

**5.1 Aims to improve communication and interaction for those students with a disability****What we are currently doing:**

- SEND training delivered to all new staff and CPD half termly.
- Dedicated SEND Consultant supporting staff, students and the SEN Lead.
- Access Arrangements for all exams.
- Resources are provided in simple language, symbols, large print, graphics, by reading aloud or support with describing diagrams.
- Close working relationship with external agencies who support staff and raise awareness i.e. VI, HI, autism team, occupational therapists and speech and language therapists.
- Provision of laptops for all students is considered to aid recording and / or communication.
- Implementation of a phonics programme overseen by our English Consultant.

### **What we need to improve over the next two years:**

- Staff training in order to recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.
- Researching appropriately when renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.
- Research the provision of reading pens to increase independent learning.
- Information to be displayed on the school website for parents/carers to request information in alternative forms.
- Continue our work with Local Authority SaLTs.

### **Success Criteria**

- Improved access to resources and information for students, staff, parents and carers with visual difficulties.
- Improved technical equipment to support students with disabilities.
- Accessible information for parents.

## **6. Social, Emotional and Mental Health**

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment).

Some children have disorders such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.

It is crucial to look for the underlying causes of any difficulties with behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

Some of the ways we support students with SEMH to access the curriculum are:

- Make sure you get the child's attention before you give instructions. Use the child's name if they are touch sensitive
- use simple language
- try using visual clues or symbols with words
- give the child time to process information after you have given instructions
- try using timers when completing work, be wary that this may panic some children and it may not be appropriate
- avoid non literal language such as metaphor, sarcasm and idioms
- try to include demonstrations, activities and pictures – People with an ASD often find visual information extremely helpful
- try and relate new topics to the child's experience, specifically when talking about emotions

- teach the same concept in a variety of ways. For example, addition can be taught using fingers, objects and numbers
- create a quiet, distraction free learning area, Noise, movement, bright colours may be difficult for some children
- have consistent classroom rules and routines
- visual timetables provide structure and can reduce anxieties
- spend time helping the child to develop social skills and to understand other people's feelings
- Social stories (simple stories with the use of images to accompany words) can work very well to reinforce behaviour tactics for some autistic children.

### **6.1 Aims to social and emotional health for those students with a disability**

#### **What we are currently doing:**

- Provide a school counsellor to each student across the school
- Provide a dedicated Head of Welfare for the whole school
- Onsite DSL
- All students timetables consist of a dedicated Personal Development lesson tailored to their needs.
- Ensuring that the teaching and learning methods and environment supports pupils with SEMH needs such as considering the layout of classroom, time outs, clear targets, clear behavioural expectations and pastoral support.
- Provide SEMH training to all staff at induction and CPD each half term.
- Meet regularly to discuss children impacted by SEMH issues with the safeguarding team and SEN Leads.

#### **What we need to improve over the next two years:**

- Improve the attendance of school refusers.
- Review and track students SEMH regularly.
- Encourage school refusers and those who refuse to travel to the school site to work alongside peers.

#### **Success Criteria**

- Students SEMH improves whilst learning and TCW East.
- Teachers are confident and are equipped with a toolkit to support their students' SEMH.
- Students feel supported and confident whilst on site at school.

## **7. Physical and Sensory Needs**

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy. Children with these disabilities will usually access support from the specific local team, which may be a combination of education and health services.

These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties

Some of the ways we support students to access the curriculum are as follows:

VI:

- Try to establish eye contact. If necessary, encourage them to turn towards your voice,
- group work or demonstrations may need to be followed up on a one-to-one basis
- position yourself so that you can be easily seen. Avoid standing silhouetted against a window, Pupils should be seated away from glare and not facing windows
- avoid asking visually impaired pupils to share a book
- worksheets and photocopies need to be uncluttered
- allow more time for pupils to complete tasks
- bags, boxes, etc. need to be away from the line where people normally walk to allow access to frequently used resources.

HI:

- Speak clearly and naturally using whole sentences
- repeat what the other pupils are saying
- get as close to the student as you can
- face the student they need to see your face for expression
- don't cover your mouth
- where possible make use of visual information
- If hearing impairment is in one ear, be wary of this when seating and addressing the child. Speak with natural inflection but not too fast
- start with a couple of "gearing up to listen" words such as 'first' 'now' 'start' 'stop'
- seat the child near you
- avoid asking 'Did you hear me?' or 'Did you understand me?' Instead ask the child to repeat back or rephrase back instructions
- point out distracting sounds, this will give the child a better chance of ignoring it as the child may not be able to tell the direction of the sound or what it is
- reduce background noise

### **7.1 Aims to improve learning for students with a sensory or physical need**

**What we are currently doing:**

- Provide training to all staff at induction and CPD each half term.
- Providing students with appropriate resources to support their sensory and/or physical needs.
- Providing a risk assessment for each student
- Providing an IHCP
- Considering the classroom environment such as layout and differentiated support such as permitting an earlier finishing time to safely navigate the school building.

**What we need to improve over the next two years:**

- Take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.



**Success Criteria:**

- Ease of access for all site users.
- Clear collaborative working approaches through regular meetings, risk assessment and provision reviews and action planning.

**8. Site Accessibility****Learning Hub South**

Salmon Centre

43 Old Jamaica Rd, London SE16 4TE

This centre has disabled access. The entrance is on the ground floor with no stairs and automatic sensor doors. TCW operates mainly on floors 2 and 3 and a lift is available to all floors.

In the event of an emergency evacuation the fire marshall will assist any disabled visitor with a safe evacuation.

Disabled toilets are available on ground floor and floor 2.

**Creative Hub South**

Ground and First Floor SE1 ORZ

This centre has disabled access. The entrance is on the ground floor with fob operated doors. There is lift access to the first floor.

In the event of an emergency evacuation the fire marshall will assist any disabled visitor with a safe evacuation.

Disabled toilets are available on ground floor and.....

**TCW South School Office**

Second Floor SE1 ORZ

This centre has disabled access. The entrance is on the ground floor with fob operated doors. There is lift access to the second floor.

**9. Access to information**

This policy is written with guidance from the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)

In addition TCW has its own policies on Data Protection and Complaints.

TCW aims to provide information in an accessible format and will respond to individual needs and requests as and when they arise.

Parents/carers may request copies of student files such as IEPs, ILPs, CAF referrals, meeting minutes etc. Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection policy and the Data Protection Act. All requests should be made to the Headteacher.

TCW 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.

TCW will also make information for parents available in a range of different formats, should the need arise and be aware of font size and legibility when producing written information. During parent's evenings and review meetings of students' performance at TCW, details are confirmed to parents as to how they can access information.

TCW will, if the need arises, aim to provide translation or interpreter services to ensure all parents/carers and students can access information for initial meetings or meetings throughout the year.

#### **10. Information provided by the school**

- Half-termly reports written by the teachers of students to record progress.
- Feedback from their teachers, both verbal and written.
- Reviews from monitoring through IEPs, Pastoral Support Plans, TAC meetings and ILPs.
- Minutes from any annual reviews, CGM, CP conferences, internal meetings.

#### **11. Parents have access to information by**

- Regular reporting of their child's progress in half-termly reports
- Teachers written comments in students books
- Written or verbal communication via telephone calls, text or email
- Talking to teachers and support staff at parents evenings and review meetings
- TCW website
- TCW Newsletter
- End of Year showcase of students work
- TCW published anthology
- TCW Prospectus
- SEN information to parents – at reviews and from other professionals supporting students outside of school

**12. Visitors / external agencies / individuals have access to information (need to know basis only)**

- TCW website
- Contact with professionals within TCW
- Written request to the Headteacher

**13. Monitoring and Review**

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- This policy is reviewed on an annual basis to ensure the aims of the policy are carried out by TCWs equality obligations.
- Anything deemed to be unreasonable or inappropriate to the company policy may result in action being taken under TCWs disciplinary procedure.

*If you have any suggestions or comments regarding this policy, please email [suggestions@tcw.org.uk](mailto:suggestions@tcw.org.uk).*

**Review log**

<b>Policy</b>	Accessibility Plan Policy South
<b>Date of Approval</b>	July 2024
<b>Approved by</b>	Adam Dalton