



Thomas Hickman School Accessibility Plan

Adopted by Thomas Hickman School

Adopted by Governors Full GB: 3rd December 2019

SLT member accountable for review: Headteacher

Date of last review: March 2022

Date of next review: March 2023

Signed: Date:

Chair of Governors

Accessibility Plan 2020-2021

Admissions

Prior to the admission of a pupil with specific accessibility requirements a full assessment will be undertaken, including site visits, to ascertain the nature of the requirements. The assessment will involve the pupil, his/her parents/carers, the Local Authority and staff at the school.

When current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing required additional resources/facilities.

Physical Access

The original school buildings are over 40 years old and as such were never designed for disabled access with classrooms not being a uniform size or shape. The existing building and the Early Years building have been adapted/built to include access considerations.

Current arrangements include:

- Step free access from the playground to the main building and the school office and Acorn centre
- Disabled Toilets
- Windows have special film coating to reduce glare for light sensitive children

The school will continue to respond to changing needs as necessary, for example, the provision of additional access ramps, disabled toilet facilities, LSA and detailed Personal Evacuation Emergency Plans (PEEPs).

Additionally all new buildings and refurbishment plans will take account of providing suitable access in conjunctions with Buckinghamshire County Council.

Curriculum Areas

As per published Equalities Statement, where possible, we will ensure that pupils have access to all our curriculum areas, this may necessarily involve the support of Teaching Assistants (TA). For example, every effort will be made to make school visits and journeys possible by suitable choice of venue to minimise risk and by forward planning to ensure that all pupils can gain best value from the experience.

At present, wheelchair users have full access to the curriculum, supported by a team of TAs, who assist in various ways to ensure that the pupils are not disadvantaged by their specific medical conditions. Alternatively, lessons will be re-roomed to ensure full access by all students as and when necessary.

Education Healthcare Plan pupils with physical disabilities are the subject of a site access/risk assessment/curriculum access prior to joining the school, as directed by the LA. The assessment will be carried out by specialist professionals' i.e. occupational therapists, special teacher for the disabled, in order to assess school site suitability and to ensure that any necessary adaptations and equipment can be put in place.

Training

Members of staff are regularly updated as to the needs of specific students. This may include wheelchair access both around the building and in classrooms, where issues such as the height of desks might be a problem.

TAs have been given specific training to fulfil their role and this is repeated as required. Members of staff, both teaching and support, have been trained to provide onsite first aid when required and request professional medical assistance if needed.

Office staff are trained to support children with Type 1 diabetes.

Information and Communication

Depending upon the specific challenge, alternative forms of information will be provided for users as appropriate. For example:

- Examination papers will be enlarged for visually impaired pupils
- Amanuenses (scribe) will be used for pupils with physical disability of both a temporary and permanent nature.
- Where appropriate, pupils will be able to record work on audio tape, CD or in digital format rather than in written form.
- The school website will accommodate those with particular requirements e.g. font style and size.
- Information from the school will be provided in a suitable format for specific parents/carers when required.

This Equality and Cohesion Policy will be reviewed every two years to take account of:

- Changes to the school environment and organisation.
- Advice from the Local Authority.
- National legislation, guidance and proposals.