

Thomas Coram Centre and Nursery School

Accessibility Plan



**Thomas Coram Centre
and Nursery School
49 Mecklenburgh Square
London WC1N 2NY**



| | |
|---|---------------------------------|
| Reviewed and Approved: Summer 2024 | Next review: Summer 2027 |
| Reviewed every three years | |

Accessibility Plan 2024-2027

The Disability Discrimination (DDA) Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). We recognise the following duties this places upon us:

- Not to treat pupils with disabilities less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The DDA makes three requirements of the Governing Body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Governing Body. The plan attached sets out the Governors' proposals for ensuring access to education for disabled pupils.

Our Equality Policy ensures that there is no discrimination against any families, staff or professionals within its community, be it because of sex, religion, race, colour or disability. With this in mind, the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

| Timescale | Objective | Who / How / When | Outcome |
|-------------|---|---|--|
| Short term | <p>Ensure compliance with DDA and Code of Practice.</p> <p>To ensure the school is fully complying with all DDA requirements.</p> | Head teacher / SENCO to carry out an audit of the accessibility plan. | <p>Equality for access for all is assured.</p> <ul style="list-style-type: none"> • Ofsted inspection included provision for individuals with disabilities and SEND June 2024. • Plan reviewed by SENDCO summer 2024. |
| Short term | To ensure all practitioners are working with all children with SEN. | SENCO | <p>All children making good or better progress. All children engaged with all practitioners.</p> <ul style="list-style-type: none"> • IEP reviews always attended by Key persons. • SEND team training. <p>Training sessions 2023-24: 21/12/23, 15/4/24, 21/6/24</p> <p>Focusing on group work, Bucket time, sensory stories, and transitions.</p> <p>Future Action: Maintenance level</p> |
| Medium term | Training for staff on differentiating the needs of the children with additional needs. | | <p>All staff are trained in the relevant areas so that all children are fully supported. See training plan above. Report from LA improvement partner for assessment of inclusion and outcomes.</p> |

| | | | |
|-------------|--|--|---|
| | | SENCO to investigate what areas of training are required. Share with governors and provide training for governors as required. | Camden CKT data for 2023-24. Future Action: Ensure training for all new staff. Expand range of training as CPD for existing staff. |
| Medium term | To ensure the school is fully complying with all DDA requirements. | To review the inside and outside learning environments in the light of DDA requirements. Share with Governors. | All staffs and Governors aware and engaged in DDA requirements via Governor meetings. SEND staff training. Aspects of the environment regularly reviewed and adjusted via: OT visits, Teacher of the Deaf (Teacher of the visually impaired), IIT team. Future Action: Maintenance level and addressing any new requirements. |
| Long term | To update and review the accessibility plan on an annual basis | Head teacher / SENCO to carry out an audit of the accessibility plan. | Equality for access for all is secured. |
| Ongoing | To ensure that all children have full access to an appropriate curriculum. | Maintain 'Local Offer' and support parents with understanding the range of offers available (as a pack). HT & SENCO to ensure that high quality, relevant differentiation is in place in accordance with SEN policy. | All children making good progress which is documented across the curriculum. See: Ofsted report, Camden KT data, IEPs. |

| Duty | Actions (ongoing or to come) | Timescale and comments |
|---|--|---|
| <p>Increase the extent to which pupils with disabilities can participate in the curriculum in an inclusive way <u>alongside</u> their peers.</p> | <ul style="list-style-type: none"> • Updated curriculum statement to include comments on inclusion for each area. • Ongoing training for staff including increasing access to activities such as cooking. • Changes to approach that has increased inclusive access to the curriculum and a move away from children being withdrawn for groups / interventions. | <ul style="list-style-type: none"> • Curriculum document Key experiences 2022-23 includes notes on inclusion for all areas of provision. • IEPs include details of individual children's inclusive provision. • SEND information report includes details of SEND offer. • Daily planning includes actions and differentiation for children with additional needs. |
| <p>Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.</p> | <ul style="list-style-type: none"> • Ongoing liaison with specialist teachers of the visually impaired and deaf. • Ongoing liaison with wider professional network to ensure appropriate equipment: eg plinths, chairs and mobility support. | <p>Regular visits from outside professionals:</p> <ul style="list-style-type: none"> • OT • Teacher of the • Deaf IIT |
| <p>Improve the availability of accessible information to pupils with disabilities</p> | <ul style="list-style-type: none"> • For parents: 'Parenthub' • Through IEPs via SENDCo - the 'Local offer'. • Parent support group for children with ASD or Social comms differences. | <ul style="list-style-type: none"> • Ongoing • Meetings for parents of children with SEND: March and May 2024 |

| | | |
|--|---|-------------------------------|
| | <ul style="list-style-type: none">• The wider use of visual timetables. | Future Action: Maintenance |
|--|---|-------------------------------|