

Thomas Coram Centre and Nursery School

Accessibility Plan



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



Reviewed and Approved: Summer 2022

**Next review: May 2024 or if there are
significant changes/ refurbishment to
school premises**

Reviewed bi-annually

ACCESSIBILITY PLAN 2022-2024

The Disability Discrimination (DDA) Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). We recognise the following duties that 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 Resources Committee of 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.

The governing body also recognises its responsibilities towards employees with disabilities and will;

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

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>	<p>Head teacher/ SENCO- Carry out an audit of the accessibility plan.</p> <p>Audited when plan reviewed - May 22</p>	<p>Equality for access for all is assured.</p>
Short term	<p>To ensure all practitioners are working with all children with SEN</p>	<p>SENCO via completed and ongoing training see current action plan. Training including this on; 4/9/20 1/4/21 twice termly SEND team training/ staff meetings</p>	<p>All children making good or better progress. All children engaged with all practitioners.</p>
Medium term	<p>Training for staff on differentiating the needs of the children with additional needs.</p>	<p>SENCO to investigate what areas of training are required. Share with governors and provide training for governors as required. via training as above</p>	<p>All staff are trained in the relevant areas so that all children are fully supported.</p>
Medium term	<p>To ensure the school is fully complying with all DDA requirements</p>	<p>To review the inside and outside learning environments in light of DDA requirements. Share with governors.</p>	<p>All staffs and governors aware and engaged in DDA requirements via gov meetings. SEND staff training</p>
Long term	<p>To update and review the accessibility plan on an bi-annual basis.</p>	<p>Head teacher/ SENCO- Carry out an audit of the accessibility plan.</p>	<p>Equality for access for all is secured. Added to policy review timetable</p>
ongoing	<p>To ensure that all children have full access to an appropriate curriculum.</p>	<p>Maintain Local Offer and support parents with understanding the range of offers available (as a pack). HT & SENCO to ensure that high</p>	<p>All children making good progress which is documented across the curriculum.</p>

		quality, relevant differentiation is in place in accordance with SEN policy	See updated SEND information report and Policy
--	--	---	--

Action Plan 2022-24		
Duty	Actions (ongoing or to come)	Timescale and comments
Increase the extent to which pupils with disabilities can participate in the curriculum	<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 plus • 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"> • Completed by end of Summer term 2022 • Via training on; 4/9/20 and 1/4/21 and ongoing via twice termly meetings for SEND team
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	<ul style="list-style-type: none"> • Ongoing liaison with professional supporting individual children e.g. specialist teachers of the visually impaired and Deaf/ OT including review of physical environment • Ongoing liaison with wider professional network to ensure appropriate equipment; e.g plinths, chairs and mobility support 	<ul style="list-style-type: none"> • Last visits; Teacher of the Deaf; 8/3/22 Teacher for visually impaired 18/1/22. OT planning for two children ongoing
Improve the availability of accessible information to pupils with disabilities	<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 • The development of the PECS and transition object programme to 	<ul style="list-style-type: none"> • Ongoing - all parents are now introduced to the app when they join the school • Ongoing- SENDCo introduces all

	<p>increase communication for children who are non-verbal.</p> <ul style="list-style-type: none">• The wider use of visual timetables for children for whom these are appropriate	<p>parents of children with SEND to local offer</p> <ul style="list-style-type: none">• Meetings held Sept 21-22 In process - next meeting planned for July 7th• September 21-September 22 and ongoing• To introduce by second half of Summer 22
--	---	---