



THE NELSON THOMLINSON SCHOOL ACCESSIBILITY PLAN

Signed by Headmaster:

A handwritten signature in black ink, appearing to read 'Dan Northwood', with a flourish at the end.

Signed by Chair of Governors:

A handwritten signature in black ink, appearing to read 'Sue Temple', with a flourish at the end.

Reviewed by Behaviour, Safeguarding and Wellbeing Committee:
Next review (Every 3 years)

19 November 2020
November 2023

The following were consulted and involved in the development of the School Access Plan:

- Staff
- SENCo
- SEN Governor
- Governors on the Behaviour, Safeguarding and Wellbeing Committee
- Site Manager

The senior member of staff responsible for the plan is: Mrs M Banks, Deputy Head.

BACKGROUND

1. The Buildings

The older buildings of NTS are not inherently friendly to physically disabled pupils. However, modifications, where possible, have allowed greater access, together with new areas being designed to meet basic requirements. This has involved various ramps round the perimeter of the buildings to accommodate changes of level without necessitating steps.

Now physically disabled pupils are able to get around the ground floor of the site, even though sometimes it involves going outside to avoid internal steps, eg, in Three-Storey Block a ramp is not feasible because it would involve too steep an incline in the available space, and therefore wheelchairs have to use an outside route.

Disabled toilets exist in the Music/Gym corridor and in M Block as well as the Peter Ireland Building and L Block. These are fairly centrally positioned for access on the school site. A mobile hoist is available in the Peter Ireland Building, whilst the L Block Disabled Toilet area also has a ceiling hoist and table raiser.

Teaching Assistants are essential to help with movement round the school in many areas (e.g. opening swing doors) – and to help with being served lunch in the dining hall and some pupils can be assigned 1:1 support in some instances.

There has been recent development of automatic doors around the school site, providing access through the main double doors into the school from the front, but also access to the Sixth Form area and N4.

2. Curriculum

Disabled pupils (with powered chair and TA help where needed) are able to have full curricular access – in so far as their physical disability allows.

Such pupils can physically get to part of each curriculum area (the most difficult is Languages because of stair-case problems, but these can be accommodated on the ground floor when necessary). Science has ground floor labs (C1, C2, S1 and S2).

In classrooms with tables there is sufficient room for a wheelchair to gain access. There is not room for more than one in classrooms of 50 sq. metres or smaller. Perching stools are available for pupils that require them also, and are placed in the necessary rooms by HLTA from Learning Support as necessary.

In practical areas, space is not usually an issue, but the height of work surfaces is, even with the help of a TA.

Where relevant, laptops are provided for pupils who lack the ability to write to an acceptable standard.

There is much expertise in the Learning Support Department in a wide range of specialist areas. E.g. Dyslexia. Strategies exist for a range of disabilities. Each pupil requiring help is looked at individually and accommodation made for their particular needs.

Pupils are given extra large print texts (including in exams) or sheets on coloured backgrounds. Extra time is allowed for the completion of tasks. Information is circulated to relevant subject teachers.

In particular cases of physical disability an alternative curriculum is organised. Examples of this are in PE where suitable activities are planned and on educational visits where specific activities can be developed, promoting inclusion for all.

3. Information

Much of what is in (2) above is relevant here.

Staff are encouraged to use appropriate fonts e.g. at least 12 point in size.

Notices in corridors are clear to all, including Fire Exits, though of course not all visual displays on notice boards can be fully accessed by someone in a wheelchair.

4. NTS Priorities

The most important/productive use of time and energy spent on this issue will be on number (2) above.

The issues raised in (1) have been largely dealt with. The others have become intractable without huge expenditure.

Most of (3) can be incorporated into (2)

And (2) lies at the heart of our priorities (Teaching and Learning), can profitably be linked with other policy documents, and could lead to enhanced success with *our educational targets*.

TARGET ACTION PLAN: PHYSICAL ASPECTS

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Maintain awareness of access requirements for wheelchairs round the school site and take into account when planning new builds.	Future builds will incorporate DDA requirements.	Ongoing		Site Mgr ICT Mgr SMT LA Contractor/Architects	
Emergency systems and hearing-impaired. (e.g. if hearing-impaired person in toilets when fire alarm is sounded).	All toilet areas to be checked in the event of emergency as per evacuation procedures. Assisted Mobility Assembly Point procedure now in place, staff assigned 1:1 for some pupils	Ongoing		All Staff SENCo Learning Support H&S Co-ordinator	
Hearing-impaired (and/or other identified disabilities) in classrooms, especially where there is likely to be substantial background noise. E.g. from convector heaters	Pupils with problems identified at Primary/Junior Schools should come to NTS with their own personal system, with the pack being handed to the teacher at the beginning	Ongoing	Families asked at Year 6 Open Evening to complete medical forms as necessary to identify issues to allow smooth	SENCo H&S Co-ordinator Pupil/Family	

or machinery.	of each lesson.		transition between schools		
Hearing impaired pupils and school assemblies in the hall.	Hearing Loop in main hall is used in all assemblies and conducted using the sound system in the Main Hall.	Ongoing		All HOY/SMT staff ICT	
Emergency Evac Systems – Wheelchair/assisted or reduce mobility due to long or short term conditions.	This is catered for in the Fire Emergency arrangements in the form of Personal Evacuation Plans. These must be reviewed each year in the light of the room timetable, and in the light of any future wheelchair users. Pupils with restricted mobility and wheelchair users have the option of attending the Assisted Mobility Fire Assembly Point during evacuations.	Ongoing		SENCo Learning Support All Staff H&S Co-ordinator	

	Training and Servicing of EVAC Chairs.	Every 3 years, due 2016	Staff Time Training Costs £300 approx	H&S to organise, S Bowe M Beechey S Knott A Schultz	
The height of furniture in Science Labs and Tech Labs. – Difficulties for using the working surface from a wheelchair. The height of furniture in Science Labs and Tech Labs. – Difficulties for using the working surface from a wheelchair.	The head of Science is not aware of any current issues but will monitor and feed back to SENCo.	Ongoing		SENCo Learning Support Science Dept Staff	
Disabled Parking is available in the bay next to the 6 th form with access to the ramp leading to/from the library entrance door marked out. Further disabled parking has been provided by the Main Reception (Visitor bays), by the Sports Hall and the PIB car park.	Future developments impacting car parking arrangements will look at provision for additional disabled parking.	Ongoing			

<p>Maintain awareness of access requirements for pupils with mobility issues not yet using a wheelchair round the school site and take into account when planning new builds.</p>	<p>Upstairs in H block (next to the staff toilets) has been identified.</p>	<p>Ongoing</p>			
<p>The substantial problems caused by convector heaters in many classrooms. Many are very noisy, put a strain on teachers' voices, and make discussions very difficult, as well as causing problems for those with limited hearing.</p>	<p>Heaters will be replaced as work continues throughout school and alternative heating sources will be used for new builds.</p>	<p>Ongoing</p>			
<p>Need to review and monitor provision for pupils within the Learning Support Department in ALL subjects, raising awareness of possible curriculum needs.</p>	<p>INSET at whole school staff meeting. Learning Support Dept liaising with Heads of Department to ensure that issues are fully covered at departmental meetings.</p>			<p>SENCo SMT</p>	

<p>-in relation:</p> <p>Font size and type. Text reading age Colour of paper Behaviour/social disorders (incl. autism)</p> <p>Specific learning difficulties Speech impediments Hearing-impaired pupils Visually-impaired pupils.</p>	<p>SENCO to ensure that information is given to departments/teachers about individual pupils.</p> <p>Provision of specialist INSET for teachers where it is found to be necessary.</p> <p>SENCO and SMT to ensure implementation. INSET at whole school staff meeting.</p> <p>Learning Support Dept liaising with Heads of Department to ensure that issues are fully covered at departmental meetings.</p> <p>SENCO to ensure that information is given to departments/teachers about individual pupils.</p> <p>Provision of specialist INSET for teachers</p>				
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

	where it is found to be necessary. SENCO and SMT to ensure implementation.				
School to produce large print transcripts where needed of texts, worksheets and tests/exams for designated pupils in all subject areas	Depts responsible for this. Use of TA's where appropriate Use of Reprographic Staff where appropriate			Individual Depts TA's and Reprographic Staff	
Clarification of support role of school staff in meeting needs of pupils	Review and develop expertise where necessary.				
Extra curricular activities	Pupils with specific needs are considered prior to any curricular activities to allow the best access possible to students. Inclusion of tailored activities on Activities Day, as well as arranging 1:1 support as necessary for pupils to attend school excursions, ie, London Trip.	Ongoing		Trip Leaders SENCo Learning Support Staff	

