



# **The Complete Works Policies**

## **Accessibility Plan Policy**

Updated January 2020

## Accessibility Policy

### **Access to the Curriculum**

### **Access to Pastoral Support**

### **Site Accessibility**

### **Access to information**

At The Complete Works 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).

The Complete Works 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 minimize any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The Complete Works 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.

## **Access to the curriculum**

All teachers are provided with training in 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.

### 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.

Most staff work one to one with students who have communication needs. 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
- modeling accurate pronunciation
- use of Sentence starters

### Cognition and Learning:

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

A diagnosis of 'moderate learning difficulties' (MLD) is often achieved by scoring between 55 and 70 on an IQ test; the term 'moderate' is somewhat misleading, and many children are categorised on the school census as 'MLD' when they are just low attaining.

'Severe learning difficulties' usually includes diagnoses such as Down Syndrome and other genetic conditions; these children would have IQ scores lower than those with MLD.

Children with PMLD are almost all taught within special schools, and as the name suggests, their needs are the most profound.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder' - difficulties with motor planning). People with one or more SpLDs have a 'spiky profile' of attainment, with areas of strength (sometimes very high) and areas of need.

All children in this category have a form of learning difficulty.

Some of the ways staff support students to access the curriculum are by:

- The use of pictures, diagrams, mnemonics and any other supportive techniques to help organisation and sequencing
- extra work on phonics
- displaying key words for each topic accessible for the child to see
- break down words with more than one syllable
- use mind maps
- ask the child to read aloud any instructions in text
- use a recording device to take notes where appropriate
- trace words in sand or in a similar substance
- try getting the child to walk around while memorising facts
- provide plenty of positive feedback
- use pastel coloured paper to avoid glare (different colours work better for different children)
- use a blank strip of card to block out text to support with reading
- use physical objects when adding, subtracting, dividing and multiplying
- use examples of connecting math to real life
- use Visual Aids
- draw pictures to support with number problems
- always review skills before moving on to another
- assign manageable amounts of work
- only give one task at a time – do not give over complicated worksheets.

#### 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.

#### 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.

### **Site Accessibility**

TCW has five sites regularly used by staff, students and visitors.

#### **Bermondsey**

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.

There are currently no disabled students or staff at the Bermondsey centre however, parents, visitors and workers often visit the site and may need access. 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.

#### **The Attlee Centre**

5 Thrawl St, London E1 6RT

This centre has disabled access. The entrance is on the ground floor with no stairs. TCW operates mainly on the ground floor and floor 1. A lift is available to all floors.

There are no disabled students or members of staff at the Whitechapel 10. Parents, visitors and workers often visit the site and may also need access. In the event of an emergency evacuation the fire marshall will assist any disabled person with a safe evacuation procedure.

Disabled toilets are available off the main classroom and on the ground floor in the main building.

### Central Office

3rd and 4th floor, Universal House, Wentworth Street, E1 7SA

The central office can be accessed from either the 3rd or 4th floor. There are two separate lifts that go to both floors. There is an internal staircase to travel between the two floors but the building lift can be used instead. Toilets with disabled access can be found on both floors within the office.

There are no disabled members of staff currently at the office. Parents, visitors and workers often visit the site and may also need access. In the event of an emergency evacuation the fire marshall will assist any disabled person with a safe evacuation procedure. There are evacuation chairs on both floors.

### The Hub

Ground floor, Universal House, Wentworth Street, E1 7SA

The entrance to the hub is on the Ground floor and has one step, disabled access is gained with use of a portable ramp. There is a disabled toilet which is accessible by all students. The hub operates from one floor.

Students, parents, visitors and workers often visit the site and may need access. In the event of an emergency evacuation the fire marshall will assist any disabled visitor with a safe evacuation.

### Shoreditch

TCW

38 Commercial Street E1 6LP

The TCW head office is not currently accessible to disabled persons. The entrance is up a small flight of stairs. Any training that is taking place that our disabled members of staff need to attend are held at one of the centres, usually the Osmani Centre.

### **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.

#### 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.

#### 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

#### 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