



## St Thomas More Primary School Accessibility Plan

2022 - 2026

St Thomas More is a school where we give our children learning experiences which draw on their interests and ensure they develop as independent learners. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

### Purpose of Plan

The aim of this plan is to set out the commitment of the Academy Committee to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how St Thomas More intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

### Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make “reasonable adjustments” to their policies, procedures and practice to accommodate pupils with disability in school life.

**The three key areas for the Access Plan are:**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe

**Contextual Information**

St Thomas More has been in its current location since 1964. The main building consists of an entrance way leading to the main offices and assembly hall. The building has 11 classrooms. All classrooms are fully accessible to wheelchair users although our Nursery and Reception Class external doors require a step up to them (this could easily be overcome by a moveable ramp if needed).

The playground is mostly a flat surface although there is a curb up to the adventure playground – this can also be accessed by a flat surface from the grass.

At present we have no wheelchair dependent pupils, parents or members of staff.

**Current Range of Known Disabilities**

The school has children with a range of SEND to include moderate and specific learning disabilities and emotional difficulties.

We have a small number of pupils and parents who have visual, hearing and physical impairments.

## Action plan 2022-2026

### Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At St Thomas More we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Teachers at St Thomas More plan and deliver excellent lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

Our school motto 'With Christ we Achieve, Believe and Create' is applicable to all and we ensure that all children are enabled to participate fully in all aspects of school life. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<b>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</b>	Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.	Spring 2023	SENDCo/ Headteacher	Disability and medical records are up to date for current school children and parents and appropriate provision and adjustments are in place where necessary.
	Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children's curriculum access.	Spring 2023 and ongoing adaptations as required.	SENDCo/ Headteacher	All staff aware of individuals needs and plans as appropriate.
	Increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input (eg with our OXSIT Consultant and other link professionals)  Ensure classroom TAs have specific training on disability issues	Ongoing and as required.  Training programme for all staff to be devised annually liaising with OXSIT consultant and HT in line	SENDCo/ Headteacher	Raised staff confidence in strategies for differentiation and increased pupil participation and progress.  Lesson observations demonstrate improved skills in using a range of strategies to support

		with School Development Plan		children's needs by all staff. Wider use of SEN resources in classrooms
	Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning. Liaise with external professionals who support pupils with disabilities for advice about appropriate technology. Purchase technology as appropriate. Staff receive CPD in order to fully support children in using new technology.	Summer 2023  Ongoing and as required.	SENDCo/ Headteacher	All pupils can access the curriculum with the support of appropriate technology.  Staff are confident with the use of technology provided.
<b>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</b>	Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)	Summer 2023	SENDCO / PE & After School Clubs Coordinator  All staff	Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times.  Disabled pupils feel safe and well supported as an active member of school life.
<b>Promote positive attitudes to differences including physical and mental health needs.</b>	Through our PSHE scheme of work, ensure regular teaching opportunities to explore differences between people. Seek opportunities to promote people who are different, including those with recognised disabilities, through a range of visitors and visits.	Ongoing	SENDCO	Pupils demonstrate a good understanding of differences between people and are fully accepting and respectful of differences.

<b>Develop and broaden role of pupils' voice for those pupils with SEND.</b>	Regular discussions with SEND pupils about their progress towards their individual targets, how they are supported in lessons and how they communicate their needs.  Pupil voice included in every SEN review.	Ongoing	SENDCO	Pupils have opportunities to voice their opinions.  Pupils are well supported and make good progress as appropriate for their ability.
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**Action 2: Improving the physical environment of the school**

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals.

In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<b>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</b>	To create access plans for individual disabled pupils as part of the SEN Profile process when required  Be aware of staff, governors and parents' access needs and meet as appropriate.	Beginning of the academic year.  Ongoing.	SENDCo/ Headteacher	All staff, parents, pupils and governors feel confident their needs are met at school.  Parents, staff and all pupils have full access to all school activities.
<b>To ensure that the physical and visual environment is engaging, informative and suitable for all</b>	The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication	Spring 2023  Ongoing.		Visually impaired people feel safe and confident to access and negotiate the school grounds.
<b>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</b>	Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.	Beginning of the academic year.	SENDCo/ Site Manager	All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently

**Action 3: Improving access to information for disabled pupils/parents**

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools IT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face-to-face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
<b>Review information to parents/carers to ensure it is accessible.</b>	Liaise with external professionals to provide information to pupils with a disability as appropriate. This may include using simple language, pictures instead of text, braille, large print or audio.	Ongoing	School Office/ all staff	All parents/carers receive information in a form that they can access.
	Meetings with parents/carers include a mixture of communication methods.	Ongoing	School Office	All parents/carers receive the necessary support in completing forms and accessing information.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.  Increase the variety of ways parents/carers can access communication from school e.g. text messages, twitter updates and school Facebook page	Beginning of academic year  Ongoing	Headteacher/ Website manager  Headteacher/ Website manager	All parents/carers understand what are the headlines of the school information
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENDCo	Staff feel confident to produce their own information/ documents that follow these guidelines

Annual review information to be as accessible as possible	Develop child friendly Profile review formats	Autumn term	SENDCo	Staff are more aware of pupils preferred method of communications and use these in class
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**Plan agreed:** \_\_\_\_\_

**Plan Review:** \_\_\_\_\_

**Lead member of staff:** \_\_\_\_\_