

Accessibility Plan and Policy

St Thomas More Catholic Primary School

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs and a commitment to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school's mission statement relates to this:

Mission statement:

Share the light of Jesus, by learning together and loving others.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of God, The Gospel and in the practice of their faith.

The school will help the children to develop fully as human beings and prepare them to undertake their responsibilities as Catholics in society.

We are inspired by our Catholic faith and the Gospel vision of love, equality, justice, reconciliation, mutual respect and service.

We seek to create a community which:

- offers opportunities for all pupils and staff to aspire to achieve our God given potential
- is a place where our pupils can flourish and grow emotionally, academically, spiritually, physically, morally and socially
- offers opportunities for individuals to strive for excellence, enlightenment and understanding
- ensures every individual feels safe and valued
- provides a centre of excellence where our pupils can learn to become active members of society

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability/ additional needs	Our school offers a differentiated curriculum for all pupils.	Differentiation to remain embedded in all teaching.	As part of all planning a continued focus on differentiation for the needs of individuals.	Class teachers	On going	Pupils able to access the curriculum and make appropriate progress.
Increase access to the curriculum for pupils with a disability/ additional needs	The school uses resources tailored to the needs of pupils who require support to access the curriculum.	To improve the provision of sensory resources	Purchase a wider range of sensory play and learning resources. Purchase further resources to improve writing, posture in writing and focus while sitting.	SENDCO	Autumn 2016	SEN children now benefit from using a range of sensory resources. Children with additional physical needs are using the resources as part of their development programme.

Increase access to the curriculum for pupils with a disability/ additional needs	The school uses resources tailored to the needs of pupils who require support to access the curriculum.	To embed the use of the sensory room for pupils with additional needs	Review the children accessing the sensory room to include with children with un diagnosed needs.	SENDO	From autumn 2016, then on going	Pupils attending the sensory room are engaging with the experience.
To Increase access to the curriculum for pupils with a disability/ additional needs	Curriculum progress is tracked for all pupils, including those with a disability.	Progress data is to be used for planning and setting further goals.	Regular review of pupil progress data.	Senior leadership team and SENDCO	Regular reviews	Progress of pupils is as good as, or better than other pupils.
	Targets are set effectively and are appropriate for pupils with additional needs.	Provision plans are used for planning and setting further goals.	Regular review of pupil progress data.	SENDCO class teacher Specialist external staff, eg STEPS, SALT, EP, Sensory team, ASD outreach	Regular reviews	Next step goals are reviewed with professionals
To Increase access to the curriculum for pupils with a disability/ additional needs	Learning outside of the school enriches the curriculum for the child	Embed learning outside of the school	Planned learning experiences to advance life skills and social communication in line with individual provision plan targets.	SENCO Class teachers 1:1 LSAs	From autumn term 2016	Child engaged with learning experience as they work toward their individual targets.
To Increase access to the curriculum for pupils with a disability/ additional	Children with auditory needs are supported so they can access the curriculum.	Embed routines of positioning children appropriately in learning spaces.	Staff to be guided by specialist Sensory team to how to support the individual needs of	SENCO Class teachers Specialist sensory	On going	Children enabled to access the curriculum at all times.

needs			pupils.	outreach		
Enable children who are reliant on medicines to be safely in school.	Staff familiar with the needs of children listed in the medi- alert booklet and inhaler user/asthma lists. School nurse and specialist trainer supports the process of reviewing medical car of individuals.	All staff to be appropriately trained to support children's medical needs.	Training for class based staff to deliver medicines for chronic conditions by the specialist nurse and First aid training firm	SM	On going,	Staff confident recognise symptoms, conditions, to deliver medications
Increase a child's ability to engage with the curriculum and school life.	Staff familiar with the needs of children in their care. Staff supported by the SENDCO and external specialist staff.	Improve staff's skills in supporting autistic spectrum children in and out of the classroom.	Staff training so all teachers and class support staff are able to more fully meet the needs of children with ASD needs	Sendco and SALT staff	By Spring 2017	Increase in access to the curriculum and ability to support children around school.
Increase a child's ability to engage with the curriculum and school life.	Staff familiar with the needs of children in their care.	Improve staff's skills in supporting children with mental health needs.	Staff training so all teachers and class support staff are able to more fully meet the needs of children with mental health needs.	SENDCO and EP	By Spring 2017	Staff more able to recognize and respond to the needs of pupils and to know how to seek specialist help for the child or themselves.
Improve and maintain access to the physical environment	The environment is adapted to the assist people accessing the building, by the ramped entrance at the front of the main entrance.	Improve ramped access from the playground.	Construct a ramped entrance to the ground floor of the building from the playground.	SLT	By 2018	Ramped entrance to the school from the playground
Improve the delivery of	Our school uses a range of communication methods to	Embed the use of appropriate	Staff aware how appropriate	SENDCO	On going	Pupils able to access

information to pupils with a disability	ensure information is accessible. This includes: Large print resources Pictorial or symbolic representations	communication methods according to need.	communication resources can support the needs of individuals. Staff to refer to specialist reports.			key information
Improve the delivery of written information to families who need documents to be read to them	School staff supports families who have difficulties engaging with written communication	Embed the practice of supporting families	Office staff and class teachers to be alert to such difficulties and to be ready to offer appropriate support	SLT/ Sendco/Admin team	Immediately and then on going, being pro active	Delivery of information to disabled pupils and parents improved

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

October 2016

