

St Thomas More Primary School

Accessibility POLICY

Reviewed every three years



Reviewed	Approved by Headteacher	Next review
Autumn 2017		Autumn 2020
Autumn 2020		Autumn 2023
Autumn 2023	Autumn 2023	Autumn 2026

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.

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.

		Targets	Strategies	Responsibility	Monitoring	Success Criteria
Short Term	Written Information	To provide information for children with visual impairment in a form that is assessable to them.	Enlarge all print for these children. Apply for modified SATs papers. Provide VI child with enlarged icons and print on computers.	Headteacher SENCO Class Teachers Teaching Assistants	Headteacher	Children with Visual Impairment able to access curriculum at the same level as other children.
	Physical Environment	To complete an audit of accessibility to the environment	Premises Manager to organise audit.	Premises Manager School Business Manager	Headteacher	Audit carried out and areas for increasing access to site users identified.
	Curriculum	To ensure that all classes are organised to provide the optimum access to the curriculum.	Provide children with VI visual aids. Provision of picture symbols for children with ASD and communication difficulties. Classes to use symbols time-table.	SENCO Class Teachers	Headteacher	Aids and equipment in place and are used successfully by pupils. Classrooms organised to meet the needs of pupils. Increased access to the curriculum and environment in identified classrooms.

		Targets	Strategies	Responsibility	Monitoring	Success Criteria
Medium Term	Curriculum	To use appropriate assessment and tracking procedures to raise attainment.	Staff training in use pre key stage assessment objectives	Headteacher SLT SENCO Class Teachers	SENCO to track	Staff confident in using pre key stage objectives
		To differentiate children's learning.	Training for teachers on differentiating the Curriculum	SLT	All children are able to access the curriculum at their own level.	Teachers are able to more fully meet requirements of disabled children's needs with regards to accessing the curriculum.
		All out of school activities are planned to ensure the participation of a range of pupils.	PE Lead SLT	SLT	All children have access to a range of after school clubs.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
	Physical Environment	To improve access to designated areas for site users.	Implement actions identified in Audit carried out previously.	Governors Resources Committee	Headteacher	Accessibility of school increased for site users

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 Headteacher.

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