


St Thomas More Catholic Voluntary Academy



Love One Another as I have Loved you
John 13:34

Accessibility plan

Policy Date:	April 2021		
Policy Review Date:	April 2024	Charlotte Crosse	
Ratified by Governing Body: Dr Clare Macdonald			

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

Saint Thomas More CVA aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of St Thomas More Catholic Voluntary Academy, valuing all children equally and as individuals.

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.

At Saint Thomas More we have a wide range of needs. These include

- Children with visual impairments
- Children with hearing impairments
- Children with ASD
- Children with ADHD
- Children with physical disabilities
- Children with additional medical needs including allergies, asthma, eczema
- Children with emotional needs including attachment and trauma

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

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents, pupils, Governing Body.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>		<p>Regular walks around school to check that there are no areas of clutter</p> <p>Staff to report to SLT if there are any issues that they have noticed</p> <p>Ensure school follow advice from external agencies regarding supporting children with additional need</p> <p>Ensure progress for all groups is tracked and analyzed</p>	<p>Monthly walks</p> <p>Actions to be discussed at SLT</p> <p>Staff to ensure all recommendations from external agencies are implemented</p> <p>TERMLY LT/Pupil progress meetings</p>	<p>SLT</p> <p>A/CC</p> <p>AS-actions to be implemented-regular learning walks</p> <p>SLT</p>	2023	<p>School is clutter free</p> <p>Staff recognize issues and report to SLT</p> <p>Advice is implemented from external agencies</p> <p>All groups of children make at least expected progress</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure that online learning is accessible to all	<p>Home learning easily accessible on website during school/bubble closure</p> <p>Teachers use dojo/tapestry to communicate with home</p> <p>Teaching assistants support small groups online</p> <p>Paper copies available</p> <p>Devices available to support children</p> <p>Regular home contact to encourage support children that find home learning tricky</p>		<p>Ensure all home learning is differentiated as in class.</p> <p>Ensure font/layout is friendly and accessible to all</p> <p>Ensure TA's are confident in supporting children online</p>	<p>Staff meeting to discuss</p> <p>Staff meeting to discuss</p>	<p>AS/CC</p> <p>AS/CC</p> <p>Class teachers</p> <p>Senior Leadership Team</p>	Sept 2023	All stakeholders can confidently access and succeed during periods of home learning
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 		<p>To ensure that classrooms and corridors are clutter free</p> <p>To ensure safety signage is visible and appropriate</p>	<p>Monthly walks</p> <p>Actions to be discussed at SLT</p>	<p>SLT</p> <p>A/CC</p>	2023	<p>School is clutter free</p> <p>Staff recognize issues and report to SLT</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Hearing microphones • Pictorial or symbolic representations 		<p>Ensure school follow advice from external agencies regarding supporting children with additional need</p> <p>Use visual cues to support children</p> <p>Ensure newsletter is in a dyslexia friendly font</p>	<p>Staff to ensure all recommendations from external agencies are implemented</p> <p>Staff to be trained in PECS and widget symbols</p> <p>Ensure newsletter/communications are in a dyslexia friendly font</p>	<p>AS-actions to be implemented-regular learning walks</p> <p>AS</p> <p>CC</p>	<p>2023</p>	<p>Advice is implemented from external agencies</p> <p>Visual signage is used throughout the school</p> <p>Communication is in a dyslexia friendly font</p>

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 Body

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