

Accessibility plan

St Thomas' Church of England Junior and Infant School

Approved by: Governing Body **Date:** June 2022

Last reviewed on: June 2025

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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.

A journey in faith, arriving with hope.

St. Thomas' School vision:

To ensure the children are highly valued by all members of the school community.

St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.

Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.

We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.

Children experience a wide range of high quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore, child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.

At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.

Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

Our Values:

LOVE: Have a generous heart and a selfless personality.

HOPE: Be the light in the darkness.

PEACE: Be quick to forgive and slow to judge.

JOY: See the positives, always find a reason to smile.

RESILIENCE: Show perseverance in challenging situations.

DIVERSITY: Embrace and love each other's uniqueness.

COURAGE: Be brave, take risks.

CURIOSITY: Be inquisitive, be an explorer.

RESPECT: Treat everyone as you would like to be treated.

INCLUSION: Everyone matters, come together and make a difference.

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.

The school supports any available partnerships to develop and implement the plan.

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, including staff, parents and governors of the school..

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.

This policy complies with our funding agreement and articles of association.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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>We ensure that all pupils have the correct equipment to enable them to access the full curriculum.</p>	<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, including visits, residential and enrichment opportunities.</p> <p>All pupils will access the full curriculum. Where modifications are necessary appropriate professional guidance will be sought eg visual impairment team.</p>	<p>Monitor and review the school curriculum for each year group to ensure it continues to meet the needs for all.</p> <p>Monitor and analyse the pupils who access extra-curricular opportunities. Signpost pupils to enrichment opportunities where necessary.</p> <p>Target disabled pupils to attend Just Join In Events in the Local Authority.</p>	<p>Headteacher and Governing Body</p> <p>SENDCo</p>	<p>Ongoing actions and reviews.</p> <p>To be reviewed June 2020</p>	<p>All pupils regardless of race, gender or disability will make good progress from their starting points in all subjects.</p> <p>Attendance of extra-curricular activities reflects the diversity of the school population in terms of race, gender, disability and socio- economic status.</p>

<p>Improve and maintain access to the physical environment</p>	<p>At St Thomas' C of E Junior and Infant School the environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay for staff • Disabled toilets and changing facilities • Clear signs around the building 	<p>Ensure all pupils and adults can move around the building safely and with ease.</p> <p>Act upon any advice/recommendations in a pupil's EHC Plan.</p>	<p>Regular checks to ensure all areas are free from clutter to prevent trip hazards or restrictions of movement.</p> <p>Regular checks of equipment, including changing table.</p>	<p>Headteacher Site Manager and Business Manager.</p>	<p>Ongoing actions and reviews</p>	<p>All pupils will have access to the school building and grounds in order to access their learning through a full curriculum.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>St Thomas' School uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Visualisers in the classroom and public areas. • Pictorial or symbolic representations 	<p>Ensure all staff and pupils are able to communicate and be communicated with.</p> <p>Act upon any advice/recommendations in a pupil's EHC Plan.</p>	<p>Regular checks of all equipment and update this when necessary, either through damage of the need for more modern equipment.</p>	<p>Headteacher SENDCo Governors</p>	<p>Ongoing actions and reviews</p>	<p>Resources are available for pupils with low communication or vision.</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 and 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
- Supporting pupils with medical conditions policy

