



ST THOMAS MORE CATHOLIC PRIMARY CHOOOL

ACCESSIBILITY POLICY AND PLAN

2024-2027

MISSION STATEMENT

I have come so that they may have life and have it to the full - John 10:10

As a Catholic school, God is at the heart of all we do. We believe that each person is made in His image, deserving to be treated with respect and dignity.

Showing respect, love and care for everyone and everything, we aim to develop harmony between pupils, parents, the school and Parish and grow as a Christian community.

We aim to embed the virtues in every child to believe in themselves to be the best that they can be and leave school as well-rounded individuals who care about themselves, others, and the world.

This policy must be read in conjunction with the
Safeguarding, SEND and Child Protection Policy

Date drafted: June 2024

Date ratified by the Local Governing Committee: June 2024

Date for review: June 2027

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SECTION 1: Vision Statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Governing Committee are accountable for ensuring the implementation, review and reporting of the Accessibility Plan over a prescribed period.

Definition of disability under the Equality Act 2010: You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents/ carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Thomas More Catholic Primary School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan has been drawn up to cover a 3 year period. The plan will be reviewed annually.
4. The Accessibility Plan contains relevant actions to:
 - improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education;
 - increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (if a school fails to do this, they are in breach of the DDA). This covers Teaching and Learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum;
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/ carers and visitors with disabilities. Examples may include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items may roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new plan for the following period.
6. As curriculum policies are reviewed, they will take into account any equality or access objectives as required. The terms of reference for all Local Governing Committees will contain an item on 'having regard to matters relating to access'.
7. The Accessibility Plan will be published on the school website and will be available in hard copy from the school office upon request.
8. Any recommendations from the plan will be considered by the Finance and Resources Committee of the Local Governing Committee.

SECTION 2: Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>
Increase access to the curriculum for pupils with a disability	Regular review of curriculum to ensure maximum engagement for all Regular opportunities to review learning to support memory and recall Planning, teaching and learning opportunities maximise links between subjects and topics Providing large texts / images for sight impairment Positioning in class for sight impairment and hearing impairment Use of pictorial prompts and cues for pupils with SEMH Coloured books / colour overlays for pupils with dyslexia Use of resources provided by other professionals (e.g. magnifier, Occupational Therapy furniture) Handwriting resources – pencils / pens / pencil grips/ writing boards Fizzy Programme for fine / gross motor support Sen Support TA for pupils with EHCP to aid access Adapted sessions to aid access Sensory trail to support processing needs All learners have access to a wide range of laptops and tablets to support their learning. All children across the school have access to an after school club
Improve and maintain access to the physical environment	Stimulating but orderly environment to support learning Uncluttered spaces Occupational Therapy support for furniture and resources Clear signage of premises and labelling of resources Painted outlines for visibility on steps Capacity to widen main thoroughfare doors for wheelchair access

Improve the delivery of written information to pupils	Providing individual texts/ enlarged texts / summarised texts/ visual prompts / coloured books Pictorial prompts and cues (e.g. visual timetables and support material) Using a range of fonts to deliver written information Using IT resources to present information Using appropriate carefully selected class and group texts
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Desired Outcomes for Improvements

	Objectives	Actions to be taken	Person responsible	Time frame	Success Criteria
Short Term	To ensure escape routes and fire escapes are accessible	Caretaker to check for/ remove obstructions daily Class teachers to be aware that routes and exits MUST be clear at all times	Caretaker Class teachers	Ongoing	Physical accessibility of the school increased
Short Term	To improve accessibility to the Reception and Year 1 outdoor learning environment.	Research the cost and practicality of a handle rails to support children with a physical disability accessing outdoor areas.	Caretaker SENCO	By end of Term 6 2023-2024	Physical accessibility of the school increased
Short Term	To implement a dyslexia screening and intervention package to aid progress.	Embed IDL dyslexia screening tool and intervention package across years 1 to 6. Timetable for the dedicated Teaching assistant on a Thursday produced and implemented to deliver sessions.	SENCO	By end of Term 4 2023-24	Staff are able to screen and support pupils with dyslexic tendencies so pupils can access curriculum
Short Term	To develop opportunities for learners with SEN to write and increase knowledge and skills.	Introduce and embed across the school Clicker 8. This is an interactive piece of software aimed at learners with SEN to develop their writing.	SENCO	By end of term 6 2023-24	Learners will develop their writing skills through the support of Clicker 8 and increase their confidence.

Short Term	To research training courses on how to adapt PE lessons to improve inclusivity.	PE Lead to research training courses that can be used through either Move More, Real PE or another external company to develop staff knowledge on adapting PE lessons.	PE Lead	By Term 6 2023-24	PE Lead to have an idea of costing and availability to deliver training and any further equipment that will need to be purchased.
Short Term	To research the cost and impact of Widget software.	SENCO and EAL Lead to research the cost and potential impact of Widget software to support EAL learners.	SENCO EAL Lead	By end of Term 5 2023-24	Provide costs to Local Governing Committee and guidance on the use of Widget software.
Medium Term	To develop staff knowledge on how to adapt PE sessions to include all children.	PE Lead to book and deliver training session on adapting PE lessons to develop teachers knowledge and confidence.	PE Lead	By Term 4 2024-25	Staff to have an increase in knowledge on adapting PE lessons resulting in all children being able to take part.
Short Term	To have sound system accessible for all staff to use in the hall	LA IT support to ensure Sound system works on all teacher laptops	Finance Officer IT support	By end of Term 6 2023-2024	Delivery of information to disabled pupils and school users improved
Medium Term	To implement Widget software	EAL Lead to use software within EAL session to support learners and provide training for teachers on how to embed within lessons to develop children's knowledge.	SENCO EAL Lead	By end of Term 1 2024-25	Accessibility to education increased
Medium Term	For WCs and disabled user toilets to be fully accessible	Caretaker/ cleaners to ensure that WCs are in working order and consumables are replaced daily Check alarm cords are left to hang freely. Make sure fittings contrast and are clearly visible	Caretaker Cleaners	Ongoing	Accessibility of the school increased
Medium Term	To research further adaptive technology training.	SENDSCO and Computing Lead to liaise with adaptive technology company's on delivering training sessions on how to use piece of equipment.	SENCO Computer Lead	By end of Term 2 2024-25	Accessibility to education increased

Medium Term	To introduce adaptive technology equipment for children who require it.	SENDCO and Computing Lead to introduce adaptive technology in classrooms to support children with their learning.	SENCO Computer Lead	By end of Term 6 – 2024-25	Accessibility to education increased
Long Term	Easier access in and out of school for all users	Governing board and SLT to investigate feasibility of push button doors to the three school entrances	Governing board and SLT	By end of Term 4 2025-2026	Accessibility of the school increased
Long Term	To provide new gated access to premises at far end of school field	Governing board and SLT to investigate feasibility of providing a safe escape route from premises in the event other access routes are blocked	Governing board and SLT	By end of Term 4 2025-2026	Accessibility of the school increased
Long Term	To provide disabled access to staff room	Governing board and SLT to investigate feasibility of adapting current routes / creating new routes / access to staffroom	Governing board and SLT	By end of Term 6 2025-2026	Accessibility of the school increased
Long Term	To provide access to the playing field from the hall	Governing board and SLT to investigate feasibility of creating a sloped ramp to enable access to the playing field from the school hall.	Governing board and SLT	By end of Term 6 2025-2026	Accessibility of the school increased

Section 3: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking bays	Disabled parking bay in front of school Dropped kerb access	Needs to be kept clear at times when used by parents / disabled visitors for access Dropped kerb access to be checked regularly	Caretaker	Ongoing

Entrances	Front, KS1 and KS2 entrance have capacity for both doors to open	Hook to KS1 door to be checked and monitored	Caretaker	Ongoing
	Electronic buttons on KS1 and KS2 doors to be reliable	Regular checking of functionality of buttons	Caretaker	Ongoing
Ramps	Ramp entrance into KS1 and KS2	Investigate cost / possibility of portable ramp when needed	Caretaker	As needed if wheelchair user is on roll
Toilets	Disabled access toilet in reception area	Caretaker to ensure that WC's are in working order and consumables are replaced daily Check alarm cords are left to hang freely. Make sure fittings are clearly visible	Caretaker	Ongoing action
Reception area	Wide uncluttered space Seating available for users	Staff to maintain clear uncluttered spaces Orders to be distributed in a timely fashion	All staff	Ongoing
Internal signage	Fire exits clearly marked Classes and offices are clearly signed	All labelling to be clear KS1 and KS2 to be clearly signposted Consider whether all signs should be of the same background and uncluttered / user friendly font.	Caretaker to ensure signposts in good working order	Ongoing
Emergency escape routes	All classes have fire exits (some have steps not ramps) Fire Drills ensure staff and pupils use the correct escape routes from building and are at the correct point of safety from the building Safe routes and procedures are discussed with staff, pupils and users of the buildings e.g. before events. Fire exits are all sign posted	New fire marshals to be trained Procedures to be included in induction for all staff and in at least one staff meeting per year. Senior staff welcoming groups into the school for events to go through fire procedure before event begins	Fire Marshals Staff	Ongoing
Painted edges	All edges of steps to be painted yellow to aid visually impaired.	Maintenance of painted lines to ensure safety and clear visibility	Caretaker	Ongoing