



ST. THOMAS MORE CATHOLIC PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN 2020-2023

MISSION STATEMENT

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.

Pupils will share in God's love, whilst receiving a broad and balanced education. We aim to enable each individual to realise their full potential, spiritually, academically, physically, socially and emotionally.

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

Date drafted: February 2020

Date ratified by the Governors: February 2020

Date for review: February 2023

St. Thomas More Catholic Primary School

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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. School Governors 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 updated 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 Governors 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 Governors.

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 1:1 TA for pupils with EHCP to aid access Adapted sessions to aid access Sensory trail to support processing needs
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 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

Desired Outcomes for Improvements

	Objectives	Actions to be taken	Person responsible	Time frame	Success Criteria
Short term	To have fire drill procedure available in a visual format	SENDCo/ SEND Teacher to access to visual support materials	SENDCo	By end of Term 6 2019-2020	Delivery of information to disabled pupils and school users improved
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 research dyslexia screening/ testing methods/ tools/ training	SEND Teacher to research and provide costed proposal for SLT/ Governing Board consideration	SENDCo SEND Teacher	By end of Term 4 2019-2020	SLT and Governing Board have clear idea of costing for screening tool/ training for providing testing in order to purchase
Medium Term	To invest and implement dyslexia screening/ testing	SENDCo and SEND Teacher to roll out screening/ testing tool with staff on targeted pupils	SENDCo SEND Teacher	By end of Term 3 2020-2021	Staff are able to screen and support pupils with dyslexic tendencies so pupils can access curriculum
Medium 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 2 2020-2021	Delivery of information to disabled pupils and school users improved
Medium Term	To have yellow lines painted around all external steps	Yellow lines to be updated to make the edges clear and visible for those pupils with visual needs	Caretaker	By end of Term 2 2020-2021	Physical accessibility of the school increased

Medium Term	To ensure missing bulbs, fluorescent tubes are replaced as soon as possible	Lighting to remain as consistent as possible	Caretaker	Ongoing	Accessibility of the school increased
Medium Term	To make sure all learning spaces have access to visual and auditory IT resources	Audit of visual and auditory resources in all learning areas completed in order to develop a plan for allocating and purchasing appropriate boards/ speakers.	Finance Officer Computing Lead SLT	By end of Term 4 2020-2021	Delivery of information to disabled pupils and school users improved
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	All pupils with SEND who wish to participate in an after-school club are able to	To monitor participation of pupils with SEND in after school clubs Teachers to keep registers of attendees SENDCo to monitor and analyse participation and follow up with pupil conferencing of SEND pupils	Class teachers SENDCo	By end of Term 4 2020-2021	Increase in access to the wider curriculum
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 2 2021-2022	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 2 2022-2023	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 2022-2023	Accessibility of the school increased

Long Term	To provide wheelchair access for KS1 and KS2 pedestrian gates	Governing board and SLT to investigate feasibility of widening existing pedestrian gates in order to improve access	Governing board and SLT	By end of Term 4 2022-2023	Accessibility of the school increased
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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	Caretaker	By end of Term 3 2020-2021
	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	By end of Term 5 2020-2021 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.	Governing board to assess financial cost and purchase suitable signs Caretaker to add signposts	By end of Term 6 2020-2021
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	By end of Term 6 2021-2022