



***ST. THOMAS MORE HIGH SCHOOL
ACADEMY***

STATUTORY ACCESSIBILITY POLICY/PLAN

Reviewed by Director of Finance & operations	December 2014
Reviewed by H & S Committee on:	12th January 2015
Ratified by the FGB on:	19th March 2015
Reviewed by the H&S Committee on:	8th May 2017
Approved by the FGB on	13th July 2017
Approved by H&S Committee on:	15th January 2018
Approved by the Full Governing Body on:	15th March 2018

Mrs Nuala Kelsey-Cashell
Chair of the Governing Body

The School's Mission Statement

To inspire,

To learn,

To achieve,

To keep our Catholic ethos at the centre of our lives,

To fulfil our educational potential, welcoming all and reaching out to the

wider world,

To truly be God's servant first.

ST THOMAS MORE HIGH SCHOOL ACCESSIBILITY POLICY/PLAN

Responsible members of Staff

This policy/plan can only properly be understood as flowing from the Mission Statement of the School.

This policy/plan will be reviewed on an annual basis.

“St Thomas More High School is committed to safeguarding and promoting the welfare of children, and expects all staff, governors and volunteers to share this commitment”.

The Accessibility Policy/Plan should be read in conjunction with the following policies, strategies and documents:

- Disability Equality Scheme
- Curriculum
- Staff Development
- Health & Safety
- Educational Visits Policy
- Inclusion & Special Educational Needs.

2. Introduction

At St Thomas More we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, governors and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We will challenge negative attitudes about disability and accessibility and are focused on developing a culture of awareness, tolerance and inclusion.

We recognise our responsibility to develop a common sense of purpose, shared responsibility between children, parents, staff and governors and the need to inform attitudes on this matter. This we shall achieve:

- as curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity,
- the terms of reference for all governors’ committees will contain an item on “having regard to matters relating to Access”,
- the School Prospectus will make reference to this Accessibility Policy/Plan,
- the School’s complaints procedure will make reference to the Accessibility Policy/Plan.

The Action Policy/Plan for physical accessibility relates to the Access Audit of the School undertaken by the Local Authority.

In the event of a request from parents or LA for a pupil to attend St Thomas More we would, as appropriate, take professional advice to assess their level of difficulty regarding access to various parts of the school as this may impact upon their access to and involvement in the whole curriculum. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the building and financial constraints.

At St Thomas More we aim to:

- foster confidence and independence in our pupils within a stimulating, secure and happy environment,
- provide high quality-learning opportunities, which allow the development of the pupils’ full intellectual, physical, spiritual and emotional potential,

- encourage pupils to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live,
- develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others,
- recognise and value the contributions that parents, carers, governors and other members of the community can make; we will endeavour to encourage parents to understand the aims and objectives of the school and to offer us their support,
- support the personal and professional development of all the staff,
- create an atmosphere where all staff are valued and appreciated.

3. Pupil information

The school holds a register of SEN and disability information based on the definition of disability in the DDA (Disability Discrimination Act). Provision mapping provides information about what the school is already doing and provides pointers for future development and broader outcomes. It is the responsibility of the Headteacher to record actions taken to involve pupils and the outcomes that have been achieved regarding the following:

- a. Pupil Achievement – Class teachers and the senior leadership team analyse pupil progress and achievement frequently through the academic year so that appropriate support is identified for pupils.
- b. Learning Opportunities – Review of the curriculum and further learning opportunities are monitored and evaluated by class teachers, the SENCO and senior leadership ensuring that all pupils’ learning needs are met, in particular those identified in Individual Education Plans
- c. Admissions, Transitions, Exclusions – The pastoral team monitor the admissions, transitions and exclusions to ensure that children’s needs are met appropriately.
- d. Social Relationships – The school reviews and evaluates access and opportunities for developing social relationships between disabled pupils and also non-disabled pupils within and outside school hours, e.g. break times as well as after school clubs.

4. Staff information

Currently the school holds a register of disabled employees and has made reasonable adjustments to support their working life in collaboration with the individuals concerned. The school seeks to actively involve disabled employees in reviewing information on the effects of our school policies and practices on the recruitment, development and retention of their disabled employees. It is the responsibility of the headteacher to ensure that actions taken in response to their disability inform accessibility planning. Information is gathered via discussion concerning individual adult’s needs at

- Induction meetings
- Occupational Health referrals
- Return to Work or well-being meetings

Parent information

There is no requirement to gather information on disabled parents however the school seeks their views through their involvement with the school, e.g parental contact.

5 The main priorities in the school’s accessibility policy/plan are:

- 1) Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 2) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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.

3) Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might 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 time frame.

6. Implementing the Accessibility Policy/Plan

The school facilitates for these priorities through ongoing approaches that

- Ensure that staff and LSAs are well trained, supported and utilised
- Ensure that new pupils with problems are quickly but effectively identified, and their needs known and met
- Ensure that outside agencies continue to be approached in dealing with issues involving greater expertise than staff possess.

7. Monitoring

The Policy/Plan will be monitored by the Health & Safety Committee.

END
8th May 2017