



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

STATUTORY ACCESSIBILITY PLAN

Mr Daniel Cauchi
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.

Approved by:	Local Governing Committee	Date: November 2021
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Last reviewed:	March 2023
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Next review due:	November 2024
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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.

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.

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 dignity of the human person 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.

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. 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.

Our school'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 students, staff, 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 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.

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.

SHORT TERM	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	IMPACT
	To screen all Years 7-11 and reading ability to inform identification and support strategies including assessment for exam access arrangements	Access literacy tests. Literacy programmes. Assessments for exam Access Arrangements.	GL Assessment NGRT & NGST used with Years 7-11 . Literacy support identified in liaison with the head of English. Individual assessments for identified Year 9 students for Exam Access Arrangements.	Ongoing	Students requiring additional support are identified and supported. Exam Access Arrangements are put in place to support students with SEND, Mental difficulties or are on the Additional Needs Register
	Further develop the use of student voice to inform development of the Accessibility Plan.	Greater use of student voice agendas. Student surveys.	Student views inform planning and review. Any concerns arising from discussions and surveys to be addressed.	Ongoing	Student voice is included in monitoring and forward planning.
	Information made available to parents/carers and students using website, Teams, Twitter, Instagram, school comms in addition to written form.	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage; Large print resources; Induction loops; Signed parents' information evenings. Regular review of PEEPs.	Adults can access information. All students can access resources in school and at home. Staff can post and send information and resources for students and/or parents/carers.	Ongoing	Adults and students can access relevant information online and at home using ICT accessibility as required.
	Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and curriculum and teaching are appropriate as required.	Fortnightly Hub meetings, Complex Case Meetings. Daily SEND Team meetings and Pastoral Team meetings. SEND review meetings. Monthly Inclusion meetings with LA. Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff. Transition information disseminated to staff. All those on the SEND Register have a page profile or Learning Plan documents remain fluid and reviewed depending on circumstances	Identified students are supported using personalized strategies and able to access relevant resources as required. All students are included whether with an educational setting or in an alternative setting, with advice and support.	Ongoing	Appropriate support strategies are identified and implemented. There will be increased opportunities for students to be included in learning activities. Relevant monitoring will take place and adjustments made as appropriate.

MEDIUM TERM	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	IMPACT
	To enhance the provision of specialist equipment and learning environments.	<p>SEND departments to regularly review stock and provide advise to departments on sourcing appropriate equipment. Departments encouraged to purchase appropriate equipment and look to increase ICT opportunities within subjects for students requiring scribes and readers for exams. Trained SEND staff made available to support departments as requested and when available.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Food served at wheelchair-accessible height • Sensory calm space when needed • Specialist LS classroom with lower ceiling and equipment to run adaptive curriculum and enhance the ordinarily available curriculum 	More students will be able to access equipment and classrooms in school.	Ongoing	<p>Specialist equipment will be available on site to use as and when needed.</p> <p>There will be enhanced access to the curriculum and increased opportunities to present alternative ways of recording work.</p> <p>Exam Access Arrangements will be put into place and put into practice.</p>
	Specialist training for all staff to enhance school expertise on understanding and strategies to be used cross a range of disabilities relating to SEMH.	<p>Use of National College training and identifying other training relevant to staff.</p> <p>Link with pastoral staff and Mental Health Champion training.</p> <p>Link with Virtual School and LA Inclusion Team to identify other relevant training.</p>	An increased awareness of CPD opportunities. An increased awareness of strategies available to staff. Pastoral input used much more to support CPD, including whole school ACE training.	Ongoing	A more coordinated provision between the pastoral system and the SEND department. Effective strategies will be put into place to support students with SEMH needs.

MEDIUM TERM	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	IMPACT
	To take account of students and adults with disabilities when organizing events and trips.	Forward planning to include accurate SEND and medical information including use of interpreters, adult support, mobility issues including modes of transport, toileting facilities etc	Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events.	Ongoing	Students and adults are able to access events safely. A range of opportunities will be developed through positive planning and risk assessments.

LONG TERM	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	IMPACT
	To maintain and/or improve visual differentiation in areas.	Staff to risk assess lessons and learning environments.	For an assessment to be carried out annually and for maintenance and improvement work to be planned and completed as necessary.	2022 - 2025	Safety adjustments in place enabling safe access and movement around the school and classrooms for visually impaired.
	To maintain physical access around the building.	To maintain the disabled parking and ramp access points within the school. Explore viability of additional lift in school.	All access points to be maintained and used to enhance the physical access to the building. To improve the access and movement around the school for wheelchair use.	2021 - 2023	Safer mobility around the school site and within classrooms.
	To encourage positive attitudes through developing inclusion activities – positive visual images and visible role models.	Visual displays for diversity including student achievement. Planning for participation in activities with regards to inclusion and health and safety. E.g., work experience, mountain walking, extracurricular visits, and clubs. Development of work towards achieving the Gold Equalities Award.	Accessibility to be considered when planning activities. Enhanced opportunities for students. Achievements celebrated.	2021 - 2024	Positive attitudes promoted. Improved staff and governor understanding of Equalities.

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 Local Governing Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Health and safety policy

Special educational needs (SEND) policy.

Supporting pupils with medical conditions policy

Curriculum Policy

Educational Visits Policy