



ACCESSIBILITY PLAN AND POLICY

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.

THOMAS'S ACADEMY MISSION STATEMENT

'To create a vibrant and inclusive school community where all children are provided with a broad, skills-based curriculum, and where they can develop as confident, independent, self-aware and thoughtful learners.'

OUR FOUR COURNERSTONES

We intend for Thomas's Academy to be at the forefront of developing an educational provision, fit for the 21st century. Our plan is based on Four Cornerstones:

[Be Kind - Learn to Learn - Think Globally - Create Beauty](#)

Each of our Four Cornerstones has a solid theoretical rationale, informing Thomas's Academy with the very latest educational thinking to ensure that we provide truly outstanding education. Be Kind is one that fits particularly well within this document due to its focus on the values of our school.

BE KIND

Thomas's Academy is guided by the values that underpin the approach at all of the Thomas's Schools. These values: KINDNESS, HONESTY, RESPECT, INDEPENDENCE, CONFIDENCE, LEADERSHIP & HUMILITY are developed further through the 'Character Curriculum' at the Academy.

This 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.

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.

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.

ACCESSIBILITY PLAN

Objective	Lead Person	Strategy	Time	Success Criteria
Curriculum- continue to support access to the curriculum for all pupils	SENDCo and SLT	The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trust.	Ongoing	Have a successful relationship with outside agencies and monitor these children regularly to measure progress.
Curriculum- To ensure that all pupils have the correct level of support and the correct type of provision for their individual need	SENDCo	The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of Learning Support Assistants appropriate to facilitate participation.	Ongoing	All pupils will be regularly monitored by SENDCo and Assessment Lead to ensure progress. Termly Intervention meetings led by the SENDCo will monitor the success of different interventions at the school and pinpoint how we can further help a child access the curriculum better.
Curriculum- To train staff to ensure that they can support all children effectively	SENDCo and SLT	Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils.	Ongoing	Quality Training to aid learning experiences from: <ul style="list-style-type: none"> ● Educational Psychologist ● ASD Outreach workers ● Specialist teachers of children with global developmental delay ● Speech and Language Therapists ● EAL Advisors ● VI teachers ● HI teachers ● Health professionals e.g. community nursing team, school nurse ● Occupational therapists
Curriculum- For the curriculum to include opportunities to raise awareness of disability in order to promote understanding.	PSHE Lead Teacher	Aspects of a new approach called Inspiring Living will include aspects of disability awareness. One of our 4 Cornerstones at TA is 'Be Kind'. Within this cornerstone are many opportunities to discuss equality. Also by addressing British Values through our curriculum, in itself promotes the need for an appreciation of all people no matter their race, religion or disability.	Ongoing	Pupils will have an understanding of equality for all people no matter their race, religion, able bodied or disabled.
Curriculum-To further allow access for more children to alternative methods of recording work through the use of iPad technology.	ICT Lead teacher SENDCo	More iPads purchased within the school so each child has easy access to iPads whenever required. Liaison with Digital Leads from Thomas's schools to discuss further ICT approaches and APPs to support children further.	Ongoing	Technology within the school will be maximised to support children who need to use alternative methods of recording or communication
Environment- To fully resource a room for Sensory provision on the ground floor.	SENDCo	The school has several sensory spaces - these need to remain well-resourced and well cared for. Set up a team of Learning Assistants to monitor these spaces. Identify an appropriate location for a sensory room on the ground floor with Early Years Leader. Part of the community classroom has been used to provide a space for sensory activities	Ongoing	Children with sensory needs will be able to access this provision in a purposely designed room whenever required.

PROVISION OF INFORMATION

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- Using interpreters when necessary
- Look into having the website able to be viewed in different languages

LINKED POLICIES

This policy will contribute to the review and revision of related school policies/documents,

e.g.

Inclusion Policy Equalities Policy Safeguarding Policy

This policy will be reviewed every two years		
Created: January 2016	By:	Clare James
Latest Review: November 2020	By:	Miles Chester & Lyndsey Gale
Next Review: November 2022	By:	Miles Chester & Lyndsey Gale