



## Accessibility Plan

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**Date of plan:** March 2026

**Review date:** March 2029 (Every 3 years)

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](#).

### **Definition of disability**

We use the definition of disability given in the Equality Act 2010 which states that you are disabled 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. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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.

Thomas's Academy makes 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **This plan shows our intent to:**

- Increase the extent to which disabled pupils can participate in the Q1E curriculum
- Improve the physical environment of our school site to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to our disabled pupils.

### **Our Aims and Vision**

Our school aim is to treat everyone fairly and with respect. This involves providing access and opportunities for all pupils, parents/carers and staff without discrimination of any kind.

Thomas's Academy is guided by these values: BE KIND- Belonging, Excellence, Kindness, Integrity, Never Give up and Diversity.

### **Inclusion Statement**

At Thomas's Academy, we are proud to serve the diverse community of Hammersmith and Fulham. We are committed to creating a positive, inclusive learning environment that challenges, supports and celebrates every child's achievements and where they feel safe, valued, respected, and able to thrive. We believe that every pupil, regardless of background, ability, culture, faith, gender, language, or socio-economic circumstance, has the right to a high-quality education and equal access to all aspects of school life.

We provide high-quality, adaptive teaching and targeted interventions to meet individual needs. Barriers to learning are identified early and addressed through close partnership with families, specialist professionals, and external agencies. We make reasonable adjustments to ensure all pupils can access the curriculum, school environment, and wider opportunities.

We aim to ensure a partnership between parents, children and staff, working together to agree the best way to meet our pupils' needs. We seek external advice where required, through a range of local support services and through our excellent network of other schools.

Thomas's Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objective	Date to complete actions by	Success Criteria
<p>Increase the extent to which disabled pupils can participate in the Q1E curriculum.</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We use the Hammersmith and Fulham's Ordinarily Available Provision guidance to support the needs of all children and promote inclusion.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>The curriculum to be regularly reviewed to ensure it meets the needs of all pupils including PE.</p> <p>Continue to identify training for staff to enable children to have full access to the curriculum.</p> <p>Ensure that staff are able to identify and provide effective provision for children with disabilities.</p> <p>Ensure that all staff have access to specific training for disability issues - all new teachers and coteachers have relevant and up to date. Teachers are aware of relevant issues and can ensure all children have equality of access to life-long learning.</p> <p>Accurate adaptations to the curriculum ensure that disabled pupils make at least good progress relative to their starting points.</p> <p>Ensure that the curriculum and content ensures effective teaching of disability awareness.</p>	<p>By September 2027</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Children's progress monitored / identified resources are used effectively / staff are managed effectively through performance management.</p> <p>Through lesson observations and learning walks, teaching, activities, rooms and resources meet the needs of individual children.</p> <p>Teachers and support staff are trained in the use of specialist equipment.</p> <p>Clubs reflect a proportional mix of pupils with SEND</p> <p>Risk assessment and consultation with parents/ specialist bodies.</p>

	<p>A standing item in Inset Day training for equality, diversity and disability awareness.</p> <p>Residential, trips and extra curricular take into account those pupils with a disability through risk assessments and reasonable adjustments.</p> <p>Personal Evacuation Plans (PEEPs) are developed when required.</p>	<p>Provide opportunities for children to meet with people with a variety of disabilities.</p> <p>Purchase books that promote a positive image of disability.</p>	<p>Ongoing</p> <p>By September 2027</p>	<p>Out of school activities to be conducted in an inclusive environment with providers who comply with all current and future legislative requirements.</p> <p>Understanding of disabilities and representation is embedded within curriculum and topics.</p>
<p>Improve the physical environment of our school site to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide</p>	<p>At <b>Thomas's</b> the building is an old Victorian school on multiple levels with significant physical access issue. However, the ground floor is accessible.</p> <p>The environment is adapted with as many reasonable adjustments as possible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Wide corridors</li> <li>• On site car park</li> <li>• Disabled toilet and changing facilities</li> <li>• Audio equipment for pupils with hearing impairment</li> </ul>	<p>Add a disabled bay in the car park.</p> <p>Create <b>quiet zones</b> for pupils who need calm spaces at break or lunch time.</p> <p>Equip rooms.</p> <p>Ensure that staff are able to use equipment appropriately.</p> <p>Further risk assessments of the internal and external environment.</p>	<p>September 2026</p> <p>September 2027</p> <p>As required</p> <p>Ongoing</p> <p>When necessary</p>	<p>Mobile Soundfield systems available in appropriate rooms.</p> <p>The environment is as accessible as possible.</p>

	<ul style="list-style-type: none"> <li>• Low arousal classroom for neurodiverse children</li> <li>• a screen in the ground floor hall so it can be used for performances so all parents/carers can attend</li> <li>• upgraded whiteboard screens to avoid glare.</li> <li>• Handrails on both sides of the stairs and contrast markings for the stair edges</li> <li>• A quiet sensory space</li> </ul> <p>Consideration to be given at each occasion but an understanding that wheelchair users or those with mobility issues will struggle to access some of the building.</p>			
<p>Improve the availability of accessible information to our disabled pupils</p>	<p>Thomas's Academy can use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbol representations e.g. Widgit</li> </ul>	<p>Access to specialist resources and sharing of strategies.</p> <p>Appropriate financial provision made to buy in services for advice and direction.</p> <p>All provision above usual classroom work is communicated clearly with parents.</p>	<p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>	<p>All staff are confident in meeting the needs of disabled children.</p> <p>All staff are confident in meeting the needs of disabled children.</p> <p>School has appropriate reports to ensure next steps. .</p>

## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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

- Individual and Class risk assessments
- Q1E health and safety policy
- Q1E accessibility and equality policy
- Equality Objectives
- Special educational needs and disabilities (SEND) information report
- Q1E supporting pupils with medical conditions policy