



ST THOMAS MORE CATHOLIC SCHOOL

Accessibility Policy

Date adopted by the LGC	Nov 2025
Statutory Policy	Yes
Required on Website	No
Review Period	Every 3 Years
Next Review Date	Nov 2028
Reviewed by	Local Governing Committee

Introduction

The aims of the policy are underpinned by The Equality Act 2010, which defines disability as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The aim of this Accessibility Plan is to demonstrate St Thomas More Catholic School's commitment to:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide;
- Improve the availability of accessible information to disabled pupils.

Physical or mental impairments can include:

- Learning difficulties;
- Physical difficulties;
- Sensory difficulties;
- Long-term medical difficulties;
- Speech, language and communication difficulties;
- Emotional and behavioural difficulties;
- Mental health difficulties.

Action Plan

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

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to Complete Actions by	Success Criteria
<p>Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;</p>	<p>The school encourages high aspirations from pupils with regard to their learning and sets high expectations for all pupils regardless of any disabilities.</p> <p>The school assesses the needs of every disabled individual upon entry through a robust vulnerability audit and, based on that assessment, takes reasonable steps to avoid putting disabled pupils at a disadvantage.</p> <p>Subject leaders and class teachers differentiate the curriculum, where possible, to ensure that all pupils irrelevant of disability have access to a broad and balanced</p>	<p>All staff are enabled to best support pupils with a disability and fully understand their individual needs.</p>	<p>Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. Dyslexia/ASC/ Physical disabilities)</p> <p>Meetings with SENDCO and external agencies to discuss and understand children's individual needs.</p> <p>Planned transitions and sharing of information for children with disabilities.</p> <p>Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and support.</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Our school's curriculum can be accessed by all children including all those with a recognised disability. This ensures that all pupils achieve their full potential.</p>

	<p>offer.</p> <p>All pupils with a disability have an Support Plan outlining their needs which is shared with parents.</p> <p>Target setting considers the individual starting point of learners and their individual needs which in turn enables goals to be aspirational and attainable</p>					
<p>The school will set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.</p> <p>Teachers will improve the use of a range of organisational approaches such as setting, grouping or individual work to ensure all pupils can be successfully included.</p> <p>Teachers will plan the pace of lessons carefully to ensure all pupils have opportunities to learn e.g. allowing for the additional time needed by pupils using lip reading. The school will continue to work toward a flexible curriculum that will meet diverse needs and, thereby, ensure that differentiation occurs within the curriculum for the vast majority of pupils.</p> <p>An individual student's prior attainment will be used to select curriculum content from the appropriate key stage (as stated in the SEN code of practice 6.19) , e.g. in the KS3 Nurture groups (particularly those students who have a reading age significantly below that of their chronological age) follow bespoke intervention package in literacy.</p> <p>Teachers will provide a flexible approach to planning the curriculum (using the QCA's 'Teaching, Planning and Assessing the Curriculum for Pupils with Learning Difficulties' as guidance) for all pupils but particularly those who have gaps in their learning e.g. pupils with long-term medical conditions. (SEN code of practice 6.17-6.21).</p> <p>The school will continue to work toward the incorporation of Support Plans as an integral part of curriculum planning as a means of identifying barriers to learning and providing additional and/or different support.</p> <p>SEN review procedures will be used to inform the school with regard to the type of support needed and who will provide it for students with impairments e.g. sign</p>						

language or other first language interpreters when necessary.

The school will provide access to ICT appropriate pupils with disabilities and will ensure where possible alternative activities will be provided to enable disabled pupils make progress in music, physical education, science and design technology.

The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy e.g. using visual and written materials in different formats including large print, symbol text and Braille.

The school will continue to improve the delivery of materials and formats in order to assist pupils with learning impairments ensuring that where needed the full range of support services provided by the LA are utilised when needed.

Student behaviour will be managed through the use of reasonable adjustment, where appropriate, in order to encourage students to value and respect each other while encouraging and teaching independent working skills.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to Complete Actions by	Success Criteria
<p>Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services the school provides.</p>	<p>The school assesses the physical needs of every student and, based on that assessment, takes reasonable steps to ensure that students can access their lessons. For example, the choice of room into which a class is timetabled will take into account the physical capabilities of the pupils.</p> <p>Intimate care plans in place where needed.</p> <p>The school has disabled facilities available,</p>	<p>All disabled pupils can be safely evacuated from the school building. The school is fully aware of the access needs of pupils with a disability.</p> <p>Ensure all classrooms are set up to best support children with hearing impairments and visual impairments.</p> <p>The school will continue to improve, where possible, the layout of areas including all academic, sporting, play</p>	<p>Personal Emergency Evacuation Plans (PEEP) created for children with identified difficulties.</p> <p>Site plans to form part of children’s personalised learning plans when required.</p> <p>Checklist for ways to best set up classrooms.</p> <p>Monitoring of classroom set up.</p> <p>Monthly site walkarounds conducted</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>School Ops Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Personal Emergency Evacuation Plans (PEEP) will be in place for children with identified difficulties.</p> <p>Access plans are completed as part of children’s personalised support plans when required.</p> <p>All classrooms are set up to best support children with hearing</p>

	<p>including parking, toilets and showers.</p>	<p>social facilities; classrooms, assembly hall, canteen, library, sports hall, playgrounds and common rooms in order to allow access for all pupils.</p> <p>Ramps, disabled toilets, disabled parking bays...</p>	<p>by Facilities Lead to identify any remedial works</p> <p>Budget process involves discussions with Learning Support to identify any building modifications for the following academic year</p>	<p>SENDCo /School Ops Manager</p>	<p>Ongoing</p>	<p>impairments and visual impairments</p>
<p>Improve the availability of accessible information to disabled pupils.</p>	<p>Written information is adapted for children with visual impairments as advised by the HI/VI Team.</p> <p>Coloured paper, overlays and screen backgrounds are available.</p> <p>Meetings offered to parents to discuss any reports that they may require support with.</p>	<p>Where possible the school will improve lighting, non-visual guides and décor or signage in order to assist disabled pupils in and around the building and site with visual impairment, autism or epilepsy.</p> <p>The school will where possible take steps to reduce background noise for hearing-impaired pupils.</p> <p>The school will (in line with its Health and Safety policy) ensure that emergency and evacuation systems are</p>	<p>Improve signage across site</p> <p>Support pupils/parents to access school materials remotely.</p> <p>Translation of key documents into languages prevalent in school.</p>	<p>School Ops Manager</p> <p>School Ops Manager</p> <p>School Ops Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

		set up to inform all pupils.				
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Accessibility Audit

Date: November 2025

Lead member of staff: J Cervantes

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	Y			
All school staff and the governors have had access to training on disability equality and inclusion.		Y		Additional updates required to be shared with staff/governors.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	Y			
Positive images of people with different abilities are apparent in the classrooms and the school generally.		Y		Visual displays for diversity including student achievement. Planning for participation in activities with regards to inclusion and health and safety. Eg Work experience, college visits, LA events.

<p>Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.</p>	<p>Y</p>			
<p>Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.</p>	<p>Y</p>			
<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p>	<p>Y</p>			

<p>Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.</p>	<p>Y</p>			
<p>When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.</p>	<p>Y</p>			
<p>Provision of laptops or e-devices are considered to aid recording and / or communication.</p>	<p>Y</p>			
<p>School visits are subject to a regular review to ensure increased levels of access or alternative experience.</p>	<p>Y</p>			
<p>The school links with other schools to share good practice.</p>	<p>Y</p>			

<p>Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.</p>	<p>Y</p>			
<p>Access Arrangements are used when appropriate to support children / young people with accessing assessments.</p>	<p>Y</p>			
<p>The school signpost children, young people and families to further support e.g. SENDIASS, Early Help, etc.</p>	<p>Y</p>			
<p>A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.</p>	<p>Y</p>			

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.		N		Due to the historical building design some areas of the school (1967 building) are not DDA compliant however the cost involved to bring it up to code is prohibitive.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	Y			
There is a plan which shows priorities for major and minor works, cost and included in the School Improvement Plan.		Y		SCA bids - School Ops Manager
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Y			

<p>Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.</p>	<p>Y</p>			
<p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>	<p>Y</p>			
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there is a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>	<p>Y</p>			
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>	<p>Y</p>			

<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>	<p>Y</p>			
<p>Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.</p>	<p>Y</p>			
<p>The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.</p>	<p>Y</p>			

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	Y			
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	Y			
ICT facilities are used to produce written information in different formats as appropriate.	Y			

<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>	<p>Y</p>			
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.</p>	<p>Y</p>			

Monitoring and Review

This policy will be reviewed every 3 years, but may be updated more frequently if necessary, and approved by the Local Governing Committee.

A copy will feature on the school website and hard copies made available on request.