

# Thomas More Catholic School



## ACCESSIBILITY PLAN

### Mission Statement

**To Care** for, respect and value all people and our environment.

**To Learn** that justice and love are the foundations of our Faith.  
To make these the guiding principles of our community in its commitment to academic excellence and personal integrity.

**To Achieve** beyond our highest expectations, creating challenging opportunities, which take us all confidently through the 21<sup>st</sup> Century.

These guidelines are to be adopted by the Governing Body of Thomas More Catholic School in June 2014 and are subject to an annual review.

<b>Date Reviewed</b>	
<b>Review Confirmed by</b>	<b>Chair, Curriculum Committee</b>
<b>Next Review Due</b>	<b>Summer Term 2017</b>

# Accessibility Plan 2012-2015

## Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Thomas More Catholic School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, recognising that Grade 2 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Curriculum Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

## Disability and Thomas More Catholic School

*'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'* – the DDA definition of disability

Thomas More Catholic School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Curriculum Policy, Special Educational Needs Policy and Equal Opportunities Policy.

### **Access to this plan:**

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and Section 48 inspectors upon request.

### **Supporting Policies:**

- Equal Opportunities
- Curriculum
- Special Educational Needs
- Anti-bullying
- Off-site Educational Visits and School Journeys Visit
- School Development Plan

### **Previous Adaptations made to the school;**

- Toilet for the disabled situated off the groundfloor corridor of the Main Building
- Access ramps access to the two portable buildings situated in the Junior playground
- Installing electronic white boards in selected classrooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.

## Thomas More Catholic School Accessibility Plan 2012-2015

Objective	Strategy	Outcome	Timescale	Goal Achieved
<b>Improving Access to the Curriculum</b>				
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience	Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with LN & D & SEN to access more of the curriculum	Ongoing subject to funding	Pupils are more able to access the curriculum regardless of their Special Educational Needs
Greater awareness of and confidence in dealing with pupils with LN & D and SEN amongst teachers	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	Ongoing	Better access to the curriculum for children on the SEN register, School Action and School Action Plus

Objective	Strategy	Outcome	Timescale	Goal Achieved
<b>Improving Delivery of Written Information</b>				
Increase awareness of staff of the importance of good communication systems	Advice and training as required	Better awareness of employees and adults at the school	Ongoing	Increased effectiveness in meeting pupils' needs
Adaptation of registration form (pupils) and application form (future employees) to include a request for information about any possible disabilities	Find an appropriate form of words for gathering useful information about an applicant's (pupil or adult) disabilities- if any.	Statements and questions within the forms that gather information to which the school can respond.	Ongoing	Increased applications from pupils and adults who have disabilities  Better information about the needs of prospective pupils and employees if they have a disability
Look at alternative ways of providing information – eg audio versions for the blind	Advice from associations concerned with disability	A stock of information stored in different formats	Ongoing depending on funding	Delivery of information pupils, parents and the general public improved
Improved signage	Audit all signage for visibility to people with impaired sight	New and more signage	TBA	Signage that is informative, attractive and used by the disabled

