

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 21st Century.

Date Reviewed	Autumn Term 2017
Review Confirmed by	Chair, Curriculum Committee
Statutory / Non Statutory	Statutory
Review Frequency	Annually
Next Review Due	Spring Term 2019

Accessibility Plan

Introduction

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.

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.

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.

Access to this plan:

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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
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy

Thomas More Catholic School Accessibility Plan

Objective	Strategy	Outcome	Timescale	Goal Achieved
Increase access to the curriculum for pupils with a disability				
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 Special Educational Needs register.
Learners needs are met giving due regard to examination concessions	Learners to have the best opportunity of success in their academic achievement	The school employs a Level 7 assessor who assess learners needing additional support	Robust assessment highlights potential exam concessions in individuals	Information kept on individual SEND support plans, letters to exam boards etc.

<p>All staff, parents and Governors are committed to Inclusive practices</p>	<p>Identify areas where training and further support is needed</p>	<p>The systems, policies and practices of the school are specifically designed to ensure that the school is inclusive. These all significantly contribute to learner's progress over time</p>	<p>Robust systems and practices in place.</p>	<p>All staff, parents and Governors are suitably trained and committed to inclusive practices.</p>
<p>Barriers to learning and additional needs are identified and addressed</p>	<p>Potential special educational needs are rapidly addressed and appropriate interventions put in place</p>	<p>Student SEN profiles in place for all staff to access, SEND support plans and bespoke curriculums in some cases Additional interventions to support literacy, numeracy and emotional needs</p>	<p>Robust assessments of need in place</p>	<p>SEN profiles, One page profiles, progress and assessment data,</p>
<p>Achievement by all is celebrated in a variety of forms</p>	<p>Learners to be valued and their achievements recognised</p>	<p>Phone calls home, student of the week in assemblies, head of year awards and house points system in place</p>	<p>Achievements celebrated across the school weekly</p>	<p>Behaviour and achievements on SIMS Students of the week in assemblies</p>

Learners are regularly consulted about school issues, with outcomes considered and addressed	Pupil voice to be promoted around school and used to make key school decisions	Pupil Voice meetings for learners with LN, D and SEN as well as other learners included	Learners are consulted in a number of informal and formal ways on different issues e.g. school day, uniform and rewards	Learner SEND and non-SEND questionnaires/Whole school student questionnaires/interviews
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Objective	Strategy	Outcome	Timescale	Goal Achieved
Improve the delivery of information to pupils with a disability				
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
Pathways of travel around the school site and parking arrangements safe, routes logical and well signed	Audit all signage for visibility to people with impaired sight	New and more signage – Some signage in place but needs to be assessed as to whether or not it is adequate as part of Health and Safety	TBA	Signage that is informative, attractive and used by the disabled
Non visual guides used, to assist people to use buildings including tactile buttons?	Signag clear and straightforward for disabled learners with visual impairment, autism or epilepsy	New and more signage – Some signage in place but needs to be assessed as to whether or not it is adequate as part of Health and Safety	Review to be undertaken	Signage that is informative, attractive and used by the disabled

Objective	Strategy	Outcome	Timescale	Goal Achieved
Improve and maintain access to the physical environment				
The learning environment is well planned to support learning and teaching for all learners	To ensure the learning environment is supportive, educational and bespoke to the student cohort.	Display policy across all departments Learning walk analysis and reviews	Ongoing	The learning environment effectively supports learning. There is an established display policy which is followed across departments. Calendared learning walks show that the environment is well cared for and respected by learners.
Resources, the FLC and the accessible ICT are arranged to support learning	To ensure adequate software and resources are adequate and available for all learners. To ensure resources are utilized effectively.	Resources including ICT are well used to support learning	Ongoing	Resources, FLC and available ICT are used effectively for all learners
Differentiated resources for individual, including specialized needs e.g. more able learners and/or learners requiring additional support	To ensure resources are differentiated and bespoke to the needs of all learners to minimize any disadvantage	Baseline testing and half termly progress checks ensure learner's needs are fully met Robust and effective interventions ensure that learners make progress over time	Ongoing	Work scrutiny, progress data, lesson observations, teaching and learning CPD
Classroom arrangements, including TA deployment and use, supports good learning	To ensure TA deployment and additional support ensures impact and progress over time for all learners	Highly effective staff deployed efficiently to support learning. The majority have advanced qualifications such as HLTA or further training in supporting vulnerable learners	Continual CPD ongoing	Lesson observation analysis, learning walk scrutiny, CPD records, individual professional accreditations