



ACCESSIBILITY PLAN

ST THOMAS OF CANTERBURY CHURCH OF ENGLAND JUNIOR SCHOOL

The Policy was formally adopted by the Governing Body on:	Date: 23 th March 2023
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1. Legislation and Guidance

This *Accessibility Plan* is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the *Equality Act 2010*. The *Equality Act 2010* replaced all existing equality legislation, including the Disability Discrimination Act. Under the *Equality Act 2010* School Governors have a duty:

- Not to treat disabled pupils less favourably for a reason related to their disability, in fact our school aims to promote positive attitudes to disabled people and promote equality of opportunity for all realising the potential of every child within a caring, Christian community.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The School Governors are accountable for ensuring the implementation, review and reporting of progress of the *Accessibility Plan* which must be reviewed at least once every three years.

The *Equality Act 2010* states that a person has a disability if:

- He or she has a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the *Equality Act 2010* schools have a duty to make 'reasonable adjustments' to ensure that:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, efforts are made to reduce/remove the disadvantage

2. Purpose and Direction of the Plan – Vision and Values

At St. Thomas of Canterbury Church of England Junior School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our children are equipped with the tools needed to become independent, inquisitive, confident, successful life-long learners with high aspirations, who know how to make a positive contribution to their community and wider society. It is our intent that educational inclusion is about equal opportunities for all learners.

The purpose of this plan is to set out how the school will:

- Increase the extent to which disabled pupils can participate in the school curriculum and in extra-curricular activities;
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the availability of information which is accessible to disabled pupils

3. Stakeholders

This plan was written in consultation with all stakeholders including School Leaders, Governors, teachers, support staff, site management, parents/carers and children.

4. Contextual Information

St Thomas' is a two and a half form entry Junior School with a Published Admission Number (PAN) of 310. It is located in Brentwood and ages range from 7 – 11. The building is split level over three floors. Two out of the three floors are wheelchair accessible. There is a wheelchair accessible toilet and shower room. The school attracts a high number of pupils who are supported through an Educational Health Care Plan (EHCP), many with complex needs. The school has 5% of children with EHCP's, compared to 2.3% for primary schools nationally.

5. Links to Other Documents

This accessibility plan is linked to the following policies and documents which are available on our website:

- Health, Safety and Wellbeing Policy
- Complaints Procedure
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Policy and Information Report
- Supporting Pupils with Medical Conditions Policy
- Administering Medicines Policy
- Educational Visits Policy
- Epipens policy

6. Action Plan

At St Thomas of Canterbury Church of England Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. It is our aim that through specific and accurate planning, resource allocation, differentiated and adaptive teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the curriculum.

(1) Increasing the extent to which disabled pupils can participate in the school curriculum and in extra-curricular activities.

Children with physical disabilities are expected to carry on with normal school procedures as much as their disabilities allow. Prior to their admission auxiliary aids will have been identified and will be put in place. Access to the curriculum is improved by managing the organisation of the classroom and staff deployment. Specialised training is provided to staff to support the needs of individual pupils by making full use of courses and professional development provided by the Local Authority and other agencies. Curriculum planning ensures all pupils can fully

participate in all lessons which are differentiated and adapted according to the learner's needs, including practical lessons. All children can take part in extracurricular activities and school trips including residential trips with adaptations if required. Thorough risk assessments are carried out to ensure safe access for all. Curriculum progress is tracked and interventions put in place where progress is not being made. Children's social, emotional and mental health (SEMH) needs are supported through our partnership with Kids Inspire that offer therapeutic counselling support.

(2) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Wheelchair access is available on the lower and middle floors allowing full access to the majority of the classrooms, the hall, library, disabled toilet and shower room. All corridors and doorways allow for wheelchair access. There is a designated disabled parking bay in the carpark. Ramps allow direct external access to the middle level via the hall. External stairs and handrails have been lined with yellow paint for the visually impaired. Personally allocated monitors to display the teacher's screen to an individual and enlarged keyboards also assist the visually impaired. Coloured overlays are available to assist with reading. Wrist supports, slopes and footstalls to adapt workstations are available. The use of radio microphones linked to hearing aids is used for the auditory impaired.

(3) Improving the availability of information which is accessible to disabled pupils

Test papers and handouts can be enlarged and printed on alternative coloured backgrounds for the visually impaired. Pictorial or visual timetables and clear labelling of resources are used in the classrooms to promote independence. Midday Assistants wear Hi Viz vests for easy identification in outside areas. School newsletters are emailed to parents and published on the school website alongside information provided by the Local Authority and other providers including SNAP.

7. Monitoring and Evaluation

The plan will be reviewed within three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by The Governing Body and Headteacher.