



ACCESSIBILITY PLAN AND POLICY

INTRODUCTION

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

DEFINITION OF DISABILITY

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

THOMAS'S ACADEMY MISSION STATEMENT

'To create a vibrant and inclusive school community where all children are provided with a broad, skills-based curriculum, and where they can develop as confident, independent, self-aware and thoughtful learners.'

OUR FOUR COURNERSTONES

We intend for Thomas's Academy to be at the forefront of developing an educational provision, fit for the 21st century. Our plan is based on Four Cornerstones:

[Be Kind - Learn to Learn - Think Globally - Create Beauty](#)

Each of our Four Cornerstones has a solid theoretical rationale, informing Thomas's Academy with the very latest educational thinking to ensure that we provide truly outstanding education. Be Kind is one that fits particularly well within this document due to its focus on the values of our school.

BE KIND

Thomas's Academy is guided by the values that underpin the approach at all of the Thomas's Schools. These values: KINDNESS, HONESTY, RESPECT, INDEPENDENCE, CONFIDENCE, LEADERSHIP & HUMILITY are developed further through the 'Inspiring Living' curriculum at the Academy.

Previous Adaptations made to Thomas's Academy

- Inclusion of an individual toilet with disabled access on the ground floor.
 - Ramp access to all ground floor classrooms to the playground.
 - Recently we have had some classrooms and main shared areas acoustically modified for pupils with hearing impairments.
 - Handrails fitted to all stair cases within school.
 - Installation of electronic white boards in all teaching rooms- it is recognised that children with Learning Difficulties and children who are partially sighted find it easier to learn when an electronic whiteboard is used.
 - Increase in ICT provision in school – Computing Suite now has a fifteen Apple Macs for whole class teaching, class sets of mini laptops for in class learning and a handful of iPads for group work. Early Years have ten iPads which are used by the children.
- Improved signage around the school- all internal doors are clearly labelled
- We have a designated 'Learning Mentor' role within the school to support vulnerable pupils
 - Re launch of website which includes a section on the schools 'SEND Offer' and relevant policies freely available for parents to view.

PLAN

| Objective | Lead Person | Strategy | Time | Success Criteria |
|---|----------------|--|---------|--|
| Curriculum- continue to support access to the curriculum for all pupils | SENDCo and SLT | <p>The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trust.</p> <p>Find further support for our youngest children in Speech and Language as current provision is coming to an end.</p> | Ongoing | <p>Have a successful relationship with outside agencies and monitor these children regularly to measure progress.</p> <p>Have replacement specialist Speech and Language support for Early Years by Spring 2018.</p> |

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|---|-------------------|---|---------------------|--|
| Curriculum- To ensure that all pupils have the correct level of support and the correct type of provision for their individual need | SENDCo | The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of Learning Support Assistants appropriate to facilitate participation. | Ongoing | All pupils will be regularly monitored by SENDCo and Assessment Lead to ensure progress. Termly Intervention meetings led by the SENDCo will monitor the success of different interventions at the school and pinpoint how we can further help a child access the curriculum better. |
| Curriculum- To train staff to ensure that they can support all children effectively | SENDCo and SLT | Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. | Ongoing | Quality Training to aid learning experiences from: <ul style="list-style-type: none"> • Educational Psychologist • ASD Outreach workers • Specialist teachers of children with global developmental delay • Speech and Language Therapists • EAL Advisors |
| Curriculum- For the curriculum to include opportunities to raise awareness of disability in order to promote understanding. | PSHE Lead Teacher | Aspects of a new approach called Inspiring Living will include aspects of disability awareness. One of our 4 Cornerstones at TA is 'Be Kind'. Within this cornerstone are many opportunities to discuss equality. Also by addressing British Values through our curriculum, in itself promotes the need for an appreciation of all people no matter their race, religion or disability. | Ongoing | Pupils will have an understanding of equality for all people no matter their race, religion, able bodied or disabled. |
| Curriculum-To further allow access for | ICT Lead teacher | More iPads purchased within the school | New iPads purchased | Technology within the school |

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| more children to alternative methods of recording work through the use of iPad technology. | SENDCo | so each year group has a bank of iPads. Liaison with the HOTELS from Thomas's schools to discuss further ICT approaches and APPs to support children further. | in Sept 2016 Next round of iPads to be purchased in 2018 | will be maximised to support children who need to use alternative methods of recording. |
| Environment- To fully resource a room for Sensory provision on the ground floor. | SENDCo | Since the refurbishment work on the school in 2015, we lost our Sensory space. Therefore we have a space within Early Years that will become a Sensory Room. New resources need buying for this room to be effective. | Completed Sept 2016 – but needs to be refurbished again in Spring 18 due to flood damage | Daily Sensory sessions will take place and a timetable will be drawn up to allocate slots. Children with sensory needs will be able to access this provision in a purposely designed room. |

Thomas's Academy is a four storey Victorian building. The school design does not allow for wheelchair access as most of our learning environments are on the first and second floor with many internal steps. Wheelchairs can access the ground floor of the main building and Nursery entrance.

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

PROVISION OF INFORMATION

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- Using interpreters when necessary
- Look into having the website able to be viewed in different languages

LINKED POLICIES

This policy will contribute to the review and revision of related school policies/documents,

e.g.

Inclusion Policy Equalities Policy Safeguarding Policy

This policy will be reviewed annually

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| Created: January 2016 | By: | Clare James |
| Latest Review: January 2018 | By: | Miles Chester & The Premises Committee |
| Next Review: January 2019 | By: | Miles Chester & The Premises Committee |