

Accessibility Policy & Plan

Review:	Every 3 years
Review date:	Autumn 2025

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

[Equality Act 2010 advice for schools](#)

The board of Governors of St Thomas More's Catholic Primary 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 plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.
- To supply aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources
- To consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point.
- To implement accessibility plans which 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.
- To have regard to the need to provide adequate resources for implementing plans and must regularly review them.

The planning duties of the Equality Act 2010 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 Resources Committee of the board of

governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

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Aims

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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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.

Disability and St Thomas More's Catholic Primary School

"I was eyes to the blind and feet to the lame" Job 29:15

'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'

DDA definition of disability

St Thomas More's Catholic Primary 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 Special Educational Needs (SEN) Policy as well as 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 upon request.

Supporting Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment
- Health and safety
- Single Equality
- Special educational needs (SEN)
- Supporting pupils with medical conditions policy

St Thomas More's Catholic Primary School Accessibility Plan 2022-2025

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

Objective	Actions	Person Responsible	Timescale	Success Criteria
To have complete awareness of individual needs to enable equality	Audit of pupil needs and staff training to meet those needs. Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to opportunities.	As need arises	All school activities are accessible to all disabled pupils and staff
To ensure all off-site activities are accessible to those with specific needs	Plan all off-school activities to ensure, where reasonable, the participation of all pupils and compliance with legislation	All off-site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	All out of school activities are accessible to all pupils
To furnish the school so that pupils and staff can participate in all activities without the need to make frequent adjustments to furniture	- Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases - Classrooms are organised to promote the participation and independence of all pupils - Furniture in all rooms, including hall for lunchtimes, is suitable for the needs of pupils. Specialist furniture is purchased where needed	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils All pupils able to work, eat and play together	Start of each year and as needed should new members of the school community start	Increase in access to the Curriculum and all members of the school community included in all activities
To inform all staff about the needs of particular pupils	Training for raising awareness of the particular needs of any pupils on roll	Whole school community aware of issues relating to needs	Ongoing	Staff understand the support which needs to be given
To make available written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	As required	Delivery of information to all