

# St Thomas More Catholic Academy

## Accessibility Plan 2021-2024

<b>Approved by:</b>	Academy Representatives	<b>Date:</b> September 2021
<b>Last reviewed on:</b>	September 2021	
<b>Next review due by:</b>	September 2024	

# Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan.....	4
4. Monitoring arrangements.....	7
5. Links with other policies .....	7
Appendix 1: Accessibility audit.....	8

## 1. 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.

All Saints Catholic Collegiate is committed to ensuring equality of education and opportunity for all students, staff and parents of every race, gender, disability, faith, and socio-economic background. We aspire to develop a culture of inclusion and diversity in which all connected to the Collegiate feel proud of their identity and are fully enabled to contribute and enhance daily working practice.

Outcomes for students will be monitored by age, heritage, gender and disability. Information and data will be used to identify and address gaps, support students, improve outcomes and ensure opportunities for all pupils and staff. We will tackle discrimination, promote equality of opportunity, challenge bullying and stereotypes, and maintain an environment which champions respect for all. We are united and uncompromising in promoting a positive culture where everyone feels they are treated equally and fairly, and where diversity is acknowledged as a strength, which enriches the knowledge and experiences of all who learn, teach and visit our academies.

St Thomas More Catholic Academy is inclusive and caters for the needs of all pupils. The central importance of its Christian foundation is the driving force of the Academy's ethos and its approach is focused on the whole child so that every pupil is given opportunities to develop, by accessing all clubs, trips and activities offered. Where it is necessary, the academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in an activity.

At St Thomas More Catholic Academy we endeavour to adapt the curriculum and learning environment for pupils with SEN. The curriculum is regularly reviewed to ensure that it meets the needs of all our pupils. The Academy incorporates both internal and external assessments and the strategies described in Education, Health and Care Plans, when planning the curriculum.

The Academy complies with all Disability Access requirements where possible. There is a passenger lift that provides access to the 1<sup>st</sup> and 2<sup>nd</sup> floors however there are 4 classrooms which

are not accessible for wheelchair users on the 2<sup>nd</sup> floor of the tower block. The design of this building means that it is impractical to install a lift. To ensure wheelchair users are not disadvantaged, and as this area is not subject specific, it is possible to design a class timetable without needing to use these classrooms. The remaining 95% of the school is accessible for wheelchairs and there are multiple disabled toilets situated on the ground and 1<sup>st</sup> floor of the buildings. Guidance for specialist equipment is sought if required and there are personal evacuation plans for pupils with specific needs.

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.

The school supports the SEND Local Offer. Local authorities, schools and other services will set out a Local Offer of all services available to support children who are disabled or who have Special Educational Needs and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The local authority's local offer is published on:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.page?localofferchannel=2&qt=St+Thomas+More+Catholic+Academy&term=&sorttype=relevance>

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Academy Representatives of the school.

## **2. 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Objectives	Actions to be taken	Success Criteria	Person responsible	Date to complete actions by
<b>Leadership &amp; Management</b>				
<b>Ensure the curriculum is led with a clear vision of excellence across the school.</b>	<ul style="list-style-type: none"> <li>Assessment weeks inform curriculum adaptations, teaching and learning and intervention</li> <li>Wider curriculum offer pro-actively address students who struggle to engage in mainstream</li> <li>EHCP plans aligned to curriculum offer</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum meets the needs of identified learners, including SEMH needs for all AIM cohorts</li> <li>Statutory annual reviews of EHCPs including medical needs where relevant</li> </ul>	EPY  DRA  JST	Oct 21  Sep 21  Jan 22
<b>Embed the expectations and consistency of excellence through teaching and curriculum delivery.</b>	<ul style="list-style-type: none"> <li>Review priorities within SEND Action Plan, following external SEND review, to ensure that all points are addressed, including further developing the cohesion between inclusion and SEND</li> <li>Build on the success of blended learning by expanding the use of technology to support learning, including developing online teaching tools and resources to sustain engagement of all learners.</li> <li>Increase the range of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in pupil progress and outcomes are further diminished through effective curriculum planning, including interventions</li> <li>Accelerate the rate of pupil progress for pupils with SEND so all students make good progress from their starting points</li> </ul>	JST  DRA  TLe	Oct 21  Sep 21

	enrichment opportunities, and accessibility of all learners, so that they develop the necessary drive and ambition, and cultural capital, to succeed			Oct 21
<b>Personal Development</b>				
<b>Instil a shared culture of excellence through motivation, enrichment and resilience.</b>	<ul style="list-style-type: none"> <li>• Increase participation and engagement in healthy living by developing Sports Day into a whole school event, which celebrates sport and students' achievements.</li> <li>• Raise participation and engagement with the Arts through embedding the whole school initiative 'Arts on Angels' which facilitates weekly live performances from students.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-school Sports Day takes place annually and all students are involved</li> <li>• The overall number of students participating in Arts on Angels increases and represents the school population.</li> </ul>	SBA ALs TLe CMi	Sep 21 Jan22
<b>Promote and support the emotional health and wellbeing of all students.</b>	<ul style="list-style-type: none"> <li>• Increase the PSHE curriculum to more explicitly meet the needs of the relevant learners</li> <li>• Introduce an SEMH Hub to centrally locate emotional health and wellbeing support for students</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement of Wellbeing Award evidences the inclusive culture of STM</li> </ul>	JST	Sept 21
<b>Increase the engagement with curriculum enrichment opportunities, so that they develop the necessary drive, ambition and cultural capital to succeed.</b>	<ul style="list-style-type: none"> <li>• Communicate our enrichment offer to key stakeholders and showcasing this within our marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice indicates that enrichment is enjoyable and adding value to students' curriculum diet and school experience</li> </ul>	TLE	Sep 21

Behaviour & Attitudes				
<b>Embed a culture where students play a highly positive role in securing a school environment where commonalities, diversity and equality are celebrated.</b>	<ul style="list-style-type: none"> <li>• Ensure all students are treated fairly and with equality</li> <li>• Ensuring all students are given opportunities to excel academically, spiritually and outside of the classroom</li> </ul>		PSh	Sept 21
Physical Environment				
<b>Improve and maintain access to the physical environment</b>	<ul style="list-style-type: none"> <li>• Improved access to all our buildings for disabled students</li> </ul>	<ul style="list-style-type: none"> <li>• An accessibility audit is carried out.</li> <li>• PEEPs Incorporate into Fire Evacuation policy and Fire Risk Assessment; communication and training of all staff</li> <li>• All staff understand the needs of Students with disabilities e.g. Wheelchair users.</li> </ul>	All Staff	By Spring 2023
<b>Improve the delivery of information to pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Ensuring that all printed materials and published information is accessible to all stakeholders</li> <li>• All pupils with disabilities feel safe and informed</li> </ul>	<ul style="list-style-type: none"> <li>• Making SEN information easily accessible to parents including:</li> <li>• Through School website.</li> <li>• Providing adapted materials, e.g. enlargements as required</li> <li>• All staff attended CPD led by David Weaver to assist students using hearing sets</li> </ul>	All staff	<p>Ongoing</p> <p>Sept 22</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Academy Representatives.

## **5. Links with other policies**

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

- Special educational needs (SEN) information report
- Equality policy
- Health and safety policy
- Supporting pupils with medical conditions policy.

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys to Tower block and main school block. Lift access to all floor in main school block	Impractical (due to space and cost) to install lift to 4 classrooms inaccessible to wheelchair users. Timetable can be adapted to provide full access to curriculum.	MRA JDO	n/a
Corridor access	All corridors wide enough for wheelchair access			
Lifts	1 passenger lift to 3 storeys of main block. Service contract in place through PFI contract			
Parking bays	Sufficient disabled parking pays to front of school			
Entrances	Automatic doors to student and visitor entrances.			
Ramps	Ramps into DT block, level access to Reconciliation, Sports Hall and Music block			
Toilets	Disabled toilets to Reception, Sixth form and Reconciliation			
Reception area	Disabled toilet, level access to waiting area			
Internal signage	Clear signs to direct to classrooms and "keep left"			
Emergency escape routes	Emergency exits clearly identified, emergency lighting to corridors. Fire action signs within classrooms and offices			

School House	Not level access into building No wheelchair access to first floor meeting rooms			
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