



Accessibility Plan 2025



Jesus said, 'Come follow me, live your lives the way God wants you to.'



Accessibility Plan

School Name: St Thomas' C.E. Primary School

Date: July 2025

Review Date: September 2028

Responsible Staff Member: Headteacher / SENDCo / Governors Resources Committee

Introduction

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The plan aims to improve access to all aspects of education within our school and is organised in a way that helps to remove any barriers to pupil learning. It also aims to widen the opportunities for including more pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others. This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

The plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning. Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

The Accessibility Plan outlines action to:

- Improve the physical environment to increase access to education and associated services by ensuring that all the school buildings and grounds are fully accessible and providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.
- Increase access to the curriculum by providing all students with a curriculum which is appropriate to their needs. Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve the availability of accessible information to pupils, parents and visitors. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



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Current Accessibility Arrangements

Admissions:

The Governors of St Thomas' Church of England School Primary School supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the school of the child's disability. Appropriate planning by the school, including requests for additional funding, are dependent upon the school having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- (d) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education at St Thomas CE Primary School.

Access to Buildings and Classrooms:

The majority of school areas are accessible. The Action Plan outlines improvements to ensure full access.

Evacuation Procedures:

The schools Fire Policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Health Care Plan for the pupil.

Curriculum Access:

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The education health care plan for the pupil will address the barriers to access, which will therefore be kept under constant review. Advice is sought from appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy:



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- Input from external specialists
- Technological enhancements
- Adaptation of teaching materials

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities. In conjunction with the St Thomas' Special Educational Needs Co-ordinator, teachers will assess a pupil's need for support with assessment procedures.

The school has an on-going programme of continuing professional development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties will be carried out as required.

Curriculum Enrichment:

Pupils at St Thomas' C.E. Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's individual health & education care plan. The suitability of any

Information for Pupils and Parents:

Parents are routinely involved in reviewing provision for their child. The child will also be involved, depending on their ability and willingness to participate. Large print format materials are available when required. If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

Action Plan (2025–2028)

Action Plan 1:

Target: Ensure wheelchair access is considered in any further building developments/ improve wheelchair access to school (KS1)

Strategies: DFC grant

Outcome & Timescale: By 2028 (and ongoing in any projects)

Action Plan 2: Improve Written Information

Target: Make newsletters, prospectus, and other documents available in accessible formats. Make clear on documents that accessible formats are always available upon request.

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Strategies: Review publications regularly and provide large print, audio, or digital formats.
Outcome & Timescale: All information available in accessible formats as required, reviewed annually.

Action Plan 3: Improve Curriculum Access

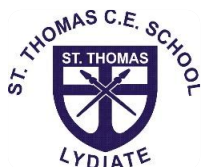
Target: Ensure teaching and learning are fully accessible.

Strategies: Provide ongoing staff training in adaptive teaching and Universal Design for Learning; optimise classroom organisation; use assistive technologies.

Outcome & Timescale: Staff confident and equipped by 2026, with ongoing updates through 2028.

Management of the Plan

- Full Governing Body: Strategic oversight and funding allocation.
- Headteacher & SENDCo: Day-to-day implementation.
- Progress Reporting: Annually to the Governing Body and published on the school website.



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