St Thomas More
Catholic Academy and
Sixth Form College

Equality Policy including Accessibility Plan

This policy applies to St Thomas More Catholic Academy & Sixth Form College part of The Holy Spirit Catholic MAC

This Equality Policy including Accessibility Plan has been approved and adopted by The Holy Spirit MAC on 29th July 2026

Policy Ratified on:	**July 2026**
Signed by the Chair of the Education Standards Committee	
Signed by the Principal	
Next Review:	**July 2027**

Introductory notes

Since the Equality Act 2010 came into force in October 2010, there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impacts on equalities of its policies and practices and according to which it gathers and publishes information and decides on specific objectives.

This model statement has been adapted slightly from one that was developed in the period 2007-2008 and first published in 2009. It has been modified in the light of the Equality Act 2010 and of the general and specific duties that the Act entails. There is fuller information about the background in notes at the end.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and of maternity and pregnancy), religion and belief and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Hum Rights Act 1998.

Guiding Principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles.

Principle 1: All learners are made in God's image and are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We are led by the Gospel values and respect diversity

Treating people equally, (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must take account of differences or life-experience, outlook and background and in the kinds of barriers and disadvantages which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls are boys and women and men are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We follow the example of Christ by fostering

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees for example in recruitment and promotion and in continuing professional development.

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds

- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men and boys and girls
- gay people as well as straight

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men and girls and boys
- gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative information showing our compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7)

The objectives, which we identify, take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and Organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with wider community

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3

- prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and islamophobia and those that are directed against travellers, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia

8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority and the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

9. The Education and Standards Committee is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

10. A member of the Education and Standards Committee has a watching brief regarding the implementation of this policy.

11. The principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

12. A senior member of staff has to day-to-day responsibility for co-ordinating implementation of the policy.

13. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

Information and resources

14. We ensure that the content of this policy is known to all staff and ESC members and, as appropriate, to all pupils and their parents and carers.

15. All staff and ESC members have access to a selection of resources, which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

16. We respect the religious beliefs, practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

17. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

18. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Principal, Education and Standards Committee.

Monitoring and review

19. We collect, study and use quantitative data relating to the implementation of this policy and make adjustments as appropriate.

20. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

The Holy Spirit MAC commissions a specialist company, Equality Access Audits, to undertake a three-yearly audit at each of its schools which informs and advises the MAC leadership on all matters of equality and accessibility, and includes an action plan to ensure compliance with current legislation is maintained.
The full report produced by EEA is available for inspection upon request to the school, but the section which comprises the Accessibility Plan is provided on the following pages.

1.1 Table of Audit Findings

This table summarises the audit outcomes. The detailed findings are given in Section 10 below.

Action Plan recommendations, where appropriate, are provided in Section 13.

Reference	Audit Aspect	Outcome 2024
Access to Information		
10.1.1	Staff Training – Is awareness training provided to enable all staff to understand and recognise disability issues?	Compliant
10.1.2	Arrangements for providing information in simple language, large print, via digital audio, by Braille	Compliant
10.1.3	Is the school website and social media content accessible?	Compliant
10.1.4	Is information presented to groups in a user-friendly way for people with disabilities which affect their vision?	Compliant
10.1.5	Staff familiarity with technologies and support strategies and processes developed to assist people with disabilities	Compliant
10.1.6	Complaints process	Compliant
Access to Site and Facilities		
10.2.1	Access via Public Transport	Compliant
10.2.2	Arrangements for disabled parking	Improvement Recommended
10.2.3	Security gates and barriers	Compliant
10.2.4	Access through the site to Reception	Compliant
10.2.5	Reception facilities	Improvement Recommended
10.2.6	External areas, movement between buildings	Improvement Recommended
10.2.7	Emergency Evacuation and Lockdown Procedures	Compliant
10.2.8	Internal movement – corridors and evacuation routes	Compliant
10.2.9	Internal movement – stairs and lifts	Improvement Recommended

10.2.10	Accessible Toilets	Improvement Recommended
10.2.11	Changing Rooms	Compliant
10.2.12	Medical Facilities	Compliant
10.2.13	Internal Signage	Improvement Recommended
10.2.14	Internal décor and finishes	Compliant
10.2.15	Lighting	Compliant
10.2.16	Dining and Catering	Compliant
10.2.17	Social spaces & quiet spaces	Compliant
10.2.18	Doors	Improvement Recommended
10.2.19	Teaching and study spaces, Furniture & teaching Equipment	Compliant
10.2.20	Staff facilities	Improvement Recommended
Access to Education		
10.3.1	Training & accreditation of Teachers and Teaching Assistants	Compliant
10.3.2	Pre-admission visits	Compliant
10.3.3	Admission	Compliant
10.3.4	Safeguarding	Compliant
10.3.5	Pupils with Temporary, Emerging or ongoing Health Care Needs	Compliant
10.3.6	Access to the Curriculum	Compliant
10.3.7	Lesson planning and support for pupils with disabilities and SEN	Compliant
10.3.8	Access to Educational Visits and Extra Curricular Activities	Compliant
10.3.9	Pupil Outcomes	Compliant
10.3.10	Staffing & Leadership	Compliant

Whilst this audit and report focuses primarily upon accessibility for disabled persons, schools still need to comply with the whole of the Equality Act 2010. To that end this section introduces the wider Act so that the disability access issues raised can be considered within the context of the overall Act.

The following has largely been extracted and paraphrased from *The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities*, Department for Education (May 2014) as permitted under Open Government Licence V2.0.

Audit Findings	The school is aware that staff need to understand and recognise disability issues. There are regular updates and training organised during INSET days and weekly staff briefings. This ensures that students, whether disabled or not, get the best possible level of care and support from all of the staff. The school recognises that to effectively support, they need to have the skills and knowledge to understand the needs and issues that individual children face.
	The school instils the ethos that all teachers are responsible for the learning pupils with additional needs. To support staff with this, they ensure staff have a comprehensive understanding and on-going professional development in regard to special educational needs and/or disabilities. This involves both internal and external training and support to develop their staff's skillset. They ensure that this professional development and learning is continuous and links to the needs of their students. Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.
Grade 2024	**Compliant**
Suggestions to improve/resolve	Maintain existing action and processes.

10.1.2	**Arrangements for providing information in simple language, large print, via digital audio, by Braille**

Best Practice	To reach all their audience, schools need to make effective use of accessible communication formats (also known as alternative formats). Involve disabled people from your school parents/carers in developing and reviewing a strategy for producing information in accessible formats. They will know their needs and could help you find the most effective ways of meeting them. You can also approach disability organisations for advice. Your strategy should outline: • how you will anticipate the needs of disabled people • what minimum standards are in place • who is responsible and who will pay for the accessible formats • what type of information you will prioritise • how you will enforce and monitor the strategy • you could potentially include a note on your website or promotional materials, create a sign or post a notice on a bulletin board. Examples of how and when schools can support parents with disabilities include: • using a pen and notepad to communicate with you if you are deaf or hearing impaired and/or providing induction loops in a certain room. • arranging for an interpreter, for example, in British Sign Language (BSL) and/or allowing more time for one-to-one meetings. • updating you on your child's progress by telephone or email if you are unable to go to a meeting because of your impairment.
	• holding a meeting in an accessible location, for example, to avoid stairs, if you have impaired mobility. • providing a script of a school play if you are deaf or hearing impaired to help follow the action. • The UK Association for Accessible Formats is an industry association that sets standards and promotes best practice for quality accessible information based on user needs. Their website includes a directory of accessible format producers.

Audit Findings	The school improves the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe The school is aware that if someone has a learning disability, it can affect every part of their life and prevent them from getting the information they need to make informed choices. The school therefore realise that broadly speaking, 'accessible information' refers to information which people can understand, but that can mean different things to different individuals. Whenever necessary, they will present information in large print or Braille, and for other parents/carers will ensure information is translated into their first language. 'Information' in this context will take account of pupils' disabilities and the formats preferred by both pupils and parents, and be made available within a reasonable time frame. Examples of this include handouts, textbooks and information about school events. The school lets pupils and parents/carers know that written information and other forms of communication will be made accessible to them upon request. If a parent or carer with a disability asks for accessible information, the school works with them to identify how their needs can be met. For example, if they have a visually impaired pupil who can only see material in 16pt font size or larger they will be at a substantial disadvantage compared to their non-disabled peers if materials are only provided to them in smaller print. The school realises that by law, pupils with disabilities, parents and carers have the right to be treated equally, and to have information made accessible to them. There are three important areas in which schools have to ensure compliance under the Equality Act 2010 – 'access to the building', 'access to the curriculum' and 'access to written information'.
Grade 2024	**Compliant**
Suggestions to improve/resolve	Maintain existing action and processes.

10.1.3	**Is the school Website and Social Media content accessible?**
Best Practice	The Schools Information Act 2012 requires the online publication of many documents and policies. These should be displayed on the school website. • Chose a content management system that supports accessibility.

	• Use headings correctly to organize the structure of their content and include proper alt text for images. • Links should have unique and descriptive names and colour should be used with care. • Design forms for accessibility and use tables for tabular data and not for layout. • Ensure that all content can be accessed with the keyboard alone in a logical way. • Use ARIA roles and landmarks and make dynamic content accessible. Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it: in Braille, in large print, on audio format and using a symbol system. It is essential that the website be accessible in order to provide equal access and equal opportunity to people with diverse abilities.

Audit Findings	The Schools Information Act 2012 requires the online publication of a large number of documents and policies. All policies relating to equality, access, and medical support processes are available on the website. It is essential that the school's website is accessible in order to provide equal access and equal opportunity to people with diverse abilities. On a website, accessibility depends on how a person's disability affects the way they perceive information on a page and how they navigate within and between pages. Websites should be accessible to everyone, including users with impairments to their: • Vision – severely sight impaired (blind), sight impaired (partially sighted), or colour-blind people • Hearing – people who are deaf or hard of hearing • Mobility – those who find it hard to use a keyboard • Understanding – for example those with dyslexia, autism or learning difficulties The website does not currently allow access via text to speech and useradjustable font sizes. A user adjustable font size option on a website is useful for users with a visual impairment and, although it is possible to manually adjust font sizes on individual browsers, not many people know how to do this. This may be particularly true of older people who are learning about computers later on in life or people with cognitive disabilities. Website accessibility is an ongoing process and if the school would like to make further improvements, here are some points to consider: • Some visually impaired users, especially those using keyboard and screen reader users, often navigate by heading elements. An empty heading on your website will present no information to them, causing confusion. • Identifying the language of the page. This allows screen readers to understand the content visually impaired users are accessing. • Increase the contrast between the foreground text colour and the background colour. Large text, such as those larger than 18 point or 14 point or in bold, does not require as much contrast as smaller text.
	• Image links can be confusing to users accessing websites via screen readers. Include appropriate alternative text on an image within a link to guarantee that the function and purpose of the link, as well as the content of the image itself, is understandable.
Grade 2024	**Compliant**
Suggestions to improve/resolve	Maintain existing action and processes.

10.1.4	**Is information presented to groups in a user-friendly way for people with disabilities which affect their vision?**
Best Practice	Sight is key to communication, learning and movement. It co-ordinates other senses and helps people to understand what they have heard, touched, tasted or smelled. The more people can see, the easier it is for them to make sense of the environment around them. Assistance with a sight problem may include medical intervention or specialist equipment. However, simple changes in our behaviour or in the environment can be the most affective and cost nothing. The following are some of the things that may be considered in the treatment of an eye condition: It is often believed that people with intellectual disabilities will automatically reject glasses. Yet many people have benefited from carefully prescribed and chosen glasses. Glasses should be introduced in a planned way and involve the individual wearing them for motivating activities (that are obviously appropriate to the function of the glasses, e.g., near vision) and should always be clean. All people with intellectual disabilities should obtain regular eye checks. (RNIB advises annual checks). All those involved in the support of a person with intellectual disabilities who has a sight problem should know the details of the condition. All those involved in the support of a person with intellectual disabilities should have an understanding of how they can adapt the environment and their own behaviour to meet the individual's visual needs. All those involved in the support of a person with intellectual disabilities know how to use and maintain any specialist equipment (e.g., people know what tasks a specific pair of glasses should be used for).
Audit Findings	All information is sent electronically, so parents are able to use electronic devices to help them to access the information. However, if requested, information can be presented in a different way. For example, a person who is blind or has some visual loss may need information which is usually written down or provided in standard print in an alternative format such as: audio, on CD or as an MP3 file, braille, email or large print. People who are blind, deafblind or have some visual loss may require information to be sent or shared with them electronically via email instead of in a written or printed format.
Grade 2024	**Compliant**
Suggestions to improve/resolve	Maintain existing action and processes.

10.1.5	**Staff familiarity with technologies and support strategies and processes developed to assist people with disabilities**

Best Practice	Learning disabilities impact the way children are able to process and understand information; they are neurological disorders that might manifest themselves as difficulty listening, thinking, writing, speaking, spelling, or doing mathematical calculations. Dyslexia, dyscalculia, dysgraphia, dyspraxia, visual perception disorders, auditory processing disorders, and language disorders fall under the umbrella of learning disorders. Many children with ADHD also have comorbid learning disorders. An idea that teachers must understand is that students with special needs such as learning disabilities need to be taught differently or need some accommodations to enhance the learning environment. Not everyone learns in the same way, and you can follow some tips to create a well-rounded learning atmosphere: • Maintain an organized classroom and limit distractions • Use music and voice inflection. • Break down instructions into smaller, manageable tasks. • Use multi-sensory strategies. • Give students with special needs opportunities for success.
Audit Findings	The school understands their obligations to provide auxiliary aides to those pupils who require them where it is reasonable to do so without putting the disabled pupil at a substantial disadvantage. At St Thomas More, they strongly believe in fulfilling their statutory requirement to be an inclusive school. They follow the National Curriculum and think very carefully about how they can adapt this and their learning environments appropriately for pupils with special educational needs. They also incorporate the advice provided as a result of assessments, (both internal and external) and the strategies described in Education, Health and Care Plans. Every classroom is inclusive and supports a wide range of needs. Every classroom adopts dyslexia friendly strategies to support all children with literacy difficulties. A wide range of visuals and working displays are used to support children's learning. A visual timetable is used in every classroom. Children are positioned strategically in the classroom depending on their need. E.g., those children with a visual impairment or attention difficulties will sit near the front of the class. The learning environment is also adapted for individual needs for example children with autism (ASD) may have an individual work station and visuals to support them in class. Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs).

	They ensure that equipment used is accessible to all children regardless of their needs. Extra-curricular activities are accessible for children with SEND. Where external advisors recommend the use equipment or facilities which the school does not have, they will purchase it using the notional SEND budget, or seek to find additional funding. For highly specialist communication equipment the school will seek the advice of relevant professionals. The school is aware of the various methods designed to assist children with their learning and understands their obligations under the Equality Act to implement the following strategies if required: text-to-speech software, coloured printed papers, portable hearing induction loops in classrooms, magnification aids and various accessibility features within computer software.
Grade 2024	**Compliant**
Suggestions to improve/resolve	Maintain existing action and processes.

10.1.6	**Complaints Process**
Best Practice	• It's in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to follow formal procedures. Schools should take informal concerns seriously and make every effort to resolve the matter as quickly as possible. • Pupils, parents and visitors should be able to complain if their accessibility needs are not being met. • If a school's complaint procedure says you should write to the Headteacher, you should be allowed to make a verbal complaint if you are unable to write because of your impairment. • A school complaints procedure is an Ofsted publication requirement.

Audit Findings	The school's complaints procedure is available on the website. Their policy is that concerns and complaints should be dealt with locally, that is, at school level. This is because they want to build and maintain good relations with parents and to work with them to provide the best possible education for their students. Wherever possible, they prefer to resolve any concerns informally, so as to make the best use of valuable time in supporting all the children in their care. They ask, therefore, if parents have any concerns at all about their child's education or welfare at school, that they contact them via the school office to arrange an appointment to discuss concerns with the appropriate member of staff. The school realise that from time to time, situations can arise where parents feel that they must state their concern more formally. The procedures are set out on their website. They recognise that parental concerns can give rise to stressful situations for families and the school's staff. They therefore ask parents to bring their concerns to them in a spirit of positive willingness to seek a solution, and they will respond accordingly.
Grade 2024	**Compliant**
Suggestions to improve/resolve	Maintain existing action and processes.

11. Accessibility Plan for St Thomas More Catholic School & Sixth Form College

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) *To increase the extent to which disabled students can participate in the school's curriculum.*

b) *To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*

c) *To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4 To identifying barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
i) Special access arrangements for internal and external exams.
j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.

k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
l) A structured and dedicated transition programme for vulnerable students
m) Specialist advice and guidance to support transition
n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

a) Create an inspiring curriculum model which meets the needs of all students.
b) Broaden choices to construct personalised pathways.
c) Develop high quality curriculum for lower ability students.
d) Develop more complex curriculum model.
e) Conduct annual curriculum reviews.
f) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school

b) The school environment already incorporates many features to ensure accessibility to students with disabilities.

4.6 These include:

a) Any lifts
b) Any ramps
c) A specialist SEND area, with small, quiet and calm learning spaces
d) Any disabled toilets
e) Features that improve acoustics
f) Customised furniture and/or equipment
g) Specialist resources, including digital technologies
h) Guiding in emergency evacuation.
i) Any automatic doors

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

a) Differentiated resources with particular attention to reading age, plain English, images and layout.
b) Laptops and other digital technologies.
c) Coloured overlays for text.
d) Tactile resources.
e) Readers and/or scribes in exams, where appropriate

Further development

4.12 The following opportunities to improve further will be explored:

a) Opportunities provided by digital technologies.
b) Regular clear and relevant information to parents in home language if required.

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

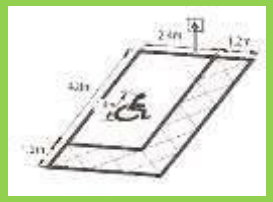
6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

13. Action Plan

13.1. Access to Information

Audit Ref	Audit Item	Suggested Actions Maintain existing action and processes.	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed

13.2. Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.2	Disabled Parking	Correctly mark out your accessible car park bays as follows: 	A A	L L	2021 2021		

		Place a sign at the entrance to the car park showing their location. For example: Erect a sign in front of the bays at a height of 1 metre. (In case of snow on the ground.) For example: Mark out safe walkways in the car parks. For example: Paint a zebra crossing where pedestrians need to cross the flow	A A A	L L L	2021 2021 2021		

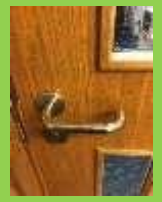
		of the traffic as shown in this photo. 					
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign. Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:	B A	L L	2022 2021		

		 Provide a seat with high back and arms. For example: 	A	L	2021		
10.2.6	External Areas	Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear.	A	L	2021		

10.2.9	Internal movement – Stairs and Lifts	Check that all stairs have 2 handrails and install where necessary. Install B.S. compliant handrails to the missing sides. They need to be 50mm diameter and should be located 1000mm above	C	L	2023		

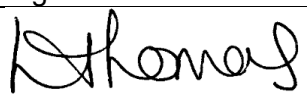
		the risers. They need to extend 300mm at the top and bottom of the steps. Handrails should contrast in colour to the wall.					
10.2.10	Accessible Toilets	Replace the alarm cord in the accessible toilet in the main school. Arrange training for appointed staff in how to react to an activation of the emergency beacon.	A A	L L	2021 2021		

10.2.13	Internal Signage	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding options in Braille. For example: 	A	N	2021		
10.2.17	Social and Quite Spaces	Ensure there is full accessibility to the library or re locate the library.	C	I	2024		

10.2.18	Doors	Change non-compliant door handles to the D style of handle: Example:  Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example: 	C A	L L	Ongoing 2021		
10.2.20	Furniture and Teaching Equipment	Provide at least 1 high backed chair in the staff room.	A	L	2021		

13.3. Access to Education							
Audit Ref	**Audit Item**	**Suggested Actions** **Maintain existing action and processes.**	**Priority**	**Budget Implications**	**Target date for completion**	**Ownership of Task** **(School to insert name)**	**Date Completed**

13.4. Signatures

	Name (print)	Signature	Date
Principal	Mrs Leearna Thomas		2024
SENDCo	Miss Sarah Kingham		2024
Governor/Board Member	Mr Michael Green		2024