



St Thomas of Canterbury Catholic Primary School

Accessibility Plan





St Thomas of Canterbury Catholic Primary School

is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

St Thomas of Canterbury Catholic Primary School

is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St Thomas of Canterbury Catholic Primary School

is committed to improving the physical environment of the school, the curriculum within the school and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and our Equality Policy.

This plan operates alongside our SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

We acknowledge a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

Our website will make reference to this Accessibility Plan and the Plan will be monitored by the Governing Body.

St Thomas of Canterbury Catholic Primary School Accessibility Plan

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
Identify pupils who have disabilities, including new entrants	Ensure current definition of disability is understood by all staff so pupils are identified and are not "missed out".	Data	SENCO	<ul style="list-style-type: none"> All staff have a clear understanding of current definitions of disability. 	Annual
Enable participation by disabled pupils in all aspects of school life	Promote the inclusion of pupils with disability through "Pupil Voice"	Data is collected on participation	Inclusion Leader Extended School Leader, Curriculum Leader	<ul style="list-style-type: none"> Pupils with a disability are represented through "Pupil Voice" and are supported in articulating needs of all disabled pupils. 	Ongoing
	Pupils with disabilities and their parents/carers/stakeholders identify the barriers they face in participating in the school community.	Set up formal process of consultation	LGC HT SENCO	<ul style="list-style-type: none"> A formal process exists for consultation with all stakeholders. Consultation feedback identifies targets for plan. Prompt action is taken to remove barriers. 	Ongoing
	Audit participation of pupils with disabilities to ensure that they are able to participate in all aspects of school life, including extracurricular activities and identify any barriers	External Specialist Agencies. Data is collected on participation	SENCO, Extended Schools Leader Curriculum Leader	<ul style="list-style-type: none"> Records of participation are kept and monitored. Immediate action is taken to make "reasonable adjustments" for each pupil to remove any exclusion. 	Ongoing
	Monitor the physical access of disabled pupils into the school environment	See below	See below	See below	See below
	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not discriminate intentionally or unintentionally	Policy Written school statement	Xavier LGC HT	<ul style="list-style-type: none"> People who have disabilities are welcomed to apply for jobs and are able to state that they have been treated equally, regardless of outcome. 	Ongoing
	Information and advice is obtained from LA, external specialist and other agencies/schools on specific need, teaching and inclusion strategies as well as promoting good practice	LA Specialist agencies schools	LGC Headteacher SENCO Extended schools Leader	<ul style="list-style-type: none"> School is regularly consulting external agencies for advice and information to have the necessary knowledge and expertise to meet the needs of pupils with disabilities 	Ongoing
To improve the extent by which disabled pupils can participate in the school's curriculum.	<p>Disabled students follow the same curriculum as other students who are not disabled.</p> <p>Disabled students are invited to attend all school trips and supported in doing so if needed.</p> <p>Planning takes place in advance to enable students to participate in trips and extracurricular activities.</p> <p>Communication and relationships with parents in this regard is strong.</p> <p>Disabled students requiring additional resources or staffing for specific lessons such as practical</p>	Data As relevant	SENCo Subject leaders SLT All staff	<ul style="list-style-type: none"> Audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers. To ensure all staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities. 	Ongoing

	<p>subjects are supported and timetabled to ensure their needs are met.</p> <p>Staff routinely give additional time to ensure lessons are fully accessible.</p> <p>Specific staff have been trained to do low level physiotherapy interventions and wheelchair handling for specific children in specific circumstances.</p> <p>Students who are disabled have achievement celebrated on all levels.</p> <p>PC's are user friendly for disabled students. Resources are user friendly and Student Passports are used by staff.</p>				
All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment.	All staff CPD	HT	<ul style="list-style-type: none"> • All staff have first aid training • Staff working with a child with disabilities have specific and relevant training. • All staff are showing confidence and competence in dealing with emergencies and unforeseen developments 	Ongoing
Monitor how well pupils with disabilities are achieving academically and socially	<p>Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate.</p> <p>All new staff to be aware of plan through induction.</p>	DDA Equality Act 2010 Data	Inclusion Lead SENCOP	<ul style="list-style-type: none"> • Systems in place monitoring academic and social progression and differentiation. • Parents/carers are involved in process. 	Ongoing
All Curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement	<p>All subject leaders together with the Curriculum and Leader monitor all programmes and resources to ensure they are fit for purpose.</p> <p>All new staff to be aware of plan through induction. Ensure teaching staff develop their knowledge of different teaching and learning styles</p>	Training	Curriculum Leader SLT Subject Leaders SENCOP	<ul style="list-style-type: none"> • All Curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination. • Teaching staff show competence and confidence in using different teaching and learning styles. 	Ongoing with annual review
All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities	<p>All policies must be "live", constantly updated and the basis of good practice to meet changing needs, as required.</p> <p>All new staff to be aware of plan through induction.</p>	All staff Staff/team meetings Pupil Voice Parents/Carer	LGC HT SLT SENCOP	<ul style="list-style-type: none"> • All policies are constantly updated in response to changing needs. • Cohesive and robust policies promote a framework of current good practice. 	Ongoing
Ensure all staff and stakeholders are aware of School's Single Equality Policy and Scheme and this Access Plan	Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff meetings. All new staff to be aware of plan through induction.	All staff and stakeholders	SLT	<ul style="list-style-type: none"> • All staff and stakeholders are implementing plan. 	Annual
Eliminate all discrimination and harassment of disabled pupils/stakeholders	<p>Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed.</p> <p>New staff to be aware of plan through induction.</p>	Allocated time Systems in place Monitoring time	HT, SLT SENCOP All staff School Council Parents/carers	<ul style="list-style-type: none"> • Incidents of discrimination and harassment are zero. 	Ongoing

Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, Deaf Awareness and Learning Disability Week. Review EPR curriculum. Promote outside visits from disability groups.	Curriculum time Promotion of events	HT SLT SENCO All staff	<ul style="list-style-type: none"> Pupils are demonstrating that they understand and have a positive attitude towards disability. 	Ongoing
All pupils take the responsibility of helping each other to achieve their goals	Identify good practice in other schools. Formulate plan to include peer support and learning partners in each class	Allocated time	SLT All staff School Council	<ul style="list-style-type: none"> The school has an effective system of peer mentoring and support in line with mission statement. 	Ongoing
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls/information sessions	Allocated time Planning	SLT SENCO Office staff	<ul style="list-style-type: none"> The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information. 	Ongoing
Ensure ICT is appropriate for pupils with disabilities	Ensure staff are confident in supporting pupils with disabilities to access resources, including ICT	Training ICT Resources	HT, SLT Computing Lead SENCO All staff	<ul style="list-style-type: none"> School has an ICT policy and plan to benefit all pupils with disabilities Teaching staff are competent and confident in using resources 	Ongoing
All staff make classrooms accessible	Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness.	Allocated time Planning use of space	HT SLT SBM SENCO All staff	<ul style="list-style-type: none"> Effective learning environments for pupils with disabilities have been maximised through: <ul style="list-style-type: none"> Planning use/changing space Lesson observation Sampling lesson planning Feedback from Pupil Voice 	Ongoing
Consult with pupils with disabilities and other stakeholders about improving access to school building environment	Formal consultation process half yearly. Issues identified by the consultation are considered to ensure that improved access meets the needs of pupils with disabilities.	Premises budget	HT SLT LGC SBM	<ul style="list-style-type: none"> A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make “reasonable adjustments”. Prompt action is taken to remove barriers Register of “reasonable adjustments” is maintained and consistently updated to improve access and safety 	Every 6 months
Consult with pupils with disabilities and other stakeholders to ensure the whole school grounds and other provision used by the school are considered	Areas other than those identified by the consultation are considered to ensure that the development of the school grounds and other provision meets the needs of pupils with disabilities.	Premises budget	HT SLT LGC SBM	<ul style="list-style-type: none"> A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make reasonable adjustments”. Prompt action is taken to remove barriers Register of “reasonable adjustments” is maintained and consistently updated to improve access and safety 	Ongoing
Meet the requirements of current legislation in relation to access	The Governors' complete an access audit and undertake “reasonable adjustments” to improve access and space	Premises budget	LGC SBM	<ul style="list-style-type: none"> “Reasonable adjustments” made within agreed timescale to improve access and space. 	Ongoing
Disabled parking and toilets	Keep under review the need for disabled parking. Continue to provide disabled toilets and washing facilities.	Premises budget	LGC SBM Office staff	<ul style="list-style-type: none"> Parking and toilets are clear and accessible to all Signage has improved information and awareness Office checks with visitors before arrival if they have particular needs 	Ongoing

Risk assessment enables pupils with disabilities to full access as far as possible.	Specialist advice sought. Training for staff in risk assessment for varied school activities to include: trips and extracurricular activities and trips and fire & emergency evacuation	Consultation and drafting of written risk assessments	SLT EVCo/ Extended Schools Leader SBM	<ul style="list-style-type: none"> • All staff trained in risk assessment including extracurricular activities and trips and fire and emergency evacuation. • Emergency procedures are in place and clearly understood by all. Have sound procedures in place for fire and emergency evacuation of people with disabilities from premises • Physical environment is improved through constant monitoring 	Ongoing
Ensure EDI goals include accessibility issues	Annual review of goals		SLT	<ul style="list-style-type: none"> • Accessibility issue remain current 	Annual with EDI goals

Next annual review, September 2026