

ST THOMAS MORE CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2026 - 2029

Appendix to the Policy for Equality



THE MISSION OF OUR SCHOOL IS:

**Christ is the centre of our school community,
where we live, love and learn together**

At St Thomas More School we want all our children to enjoy their time at our school, and to be challenged to achieve their very best. We want them to consider their time at our school as their own 'learning adventure'.

At St Thomas More School, we value the abilities of all of our pupils and we are committed to providing the best possible environment for learning for all children and to provide them with every opportunity to achieve the highest of standards. This school provides a broad and balanced curriculum for all children.

The achievements, attitudes and well-being of all of our children matter.

This Accessibility Plan is compiled in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on the progress of the Accessibility Plan.

Purpose of Plan

This plan shows how St Thomas More School, intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of a disability

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

Contextual Information

St Thomas More maintains an important role in the community of St Thomas More Parish.

The school has children with a range of disabilities, including moderate and specific learning disabilities and complex medical conditions.

We have a very small number of pupils with hearing or visual impairment and a number of pupils with Autistic Spectrum Condition.

In 2024, we opened an Enhanced Provision Hub in direct response to increasing needs of children entering Reception class.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of our work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes so that there is equality of opportunity for all. It is a core value of the school that all children are enabled to participate fully in the broader life of the school through scaffolding and reasonable adjustment. All children have the opportunity to attend age-relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in knowing access points to task and delivering an adaptive curriculum to enhance access to learning	Be aware of staff training needs on curriculum access for our disabled pupils and support in making reasonable adjustments. CPD on Adaptive Teaching	Summer 2026	Inclusion Lead	Raised staff confidence in strategies for adjustment to curriculum through modelling and scaffolding.
Increase confidence of all staff in 'scaffolding' activities for our pupils so that there is equality of opportunity for all.	Support staff in 'scaffolding' the tasks of pupils so that access to the curriculum and equality of opportunity are evident.	Summer 2026	Inclusion Lead	All pupils have equality of opportunity and are challenged to achieve to their fullest potential.
Increased confidence of all staff in ensuring classrooms are ASC and Dyslexia friendly. Increased use of Bham LA's OAG to support inclusive teaching	Support staff with implementing 'best practice' models for teaching children with a range of needs including ASC and SpLD. Use OAG to guide adaptations to the curriculum.	Summer 2026	Inclusion Lead	Staff are enabled to use 'best practice' strategies within class pupils with a range of need, including the use of Bham LA OAG.
Increase visual support mechanisms throughout the school so that children become more independent in moving around the school.	Indicate parts of the environment through visual references and symbols to support children with lower language levels.	Autumn 2027	Inclusion Lead Teaching Assistants	Children are able to navigate the environment more successfully using visual cues.
To support children with memory retention or reading difficulties.	Teachers use a variety of assistive technology to support long term memory, acquisition of skills and transference and generalisation of learning.	Spring 2028	Teachers Teaching Assistants	Children develop independence in learning. Their ability to remember knowledge and demonstrate skills improves over time.
Appropriate equipment for our Dyslexic pupils.	Purchase of 'reading pens' and exercise books with blue coloured paper. Classroom boards to be backed with buff coloured paper and reduced visual stimuli.	Spring 2026	Inclusion Lead	Our Dyslexic Pupils have reduced visual stress and are able to access longer texts more readily.

	Laptops with voice activated recording to support with longer writing tasks.			
Additional adults for support with emotional regulation/anxiety, particularly amongst our children with ASC.	Employ a play therapist to support children with short and long-term emotional difficulties. Continue with Pathfinder Family Support.	Autumn term 2025	Principal, Governors	ASC pupils are supported with recognising emotion and regulating.
Use of ICT software to support learning.	Ensure pupils have access to an alternative way of learning/recording. Laptops/floor books for visual presentations.	As required by pupils	ICT Tech	Pupils have a wider range of recording and engaging with their work.
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure risk-assessments that incorporate suitability, are carried out prior to visit. Meet with parents of children with disability or SEND to 'walk them through the content and requirements of residential trips.	As required	Class Teacher LOTC leader	All pupils are enabled to access educational visits and take part in activities.

2. Improving access to the physical environment of the school

Provision will be reviewed when a pupil's specific needs are made known when they begin school.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for disabled pupils as part of their 'Support Plan'. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process. This also applies if there is a temporary access issue/disability.	As required	Inclusion Lead	Support Plans in place for disabled pupils and all staff aware of pupil's needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors.	As required.	Principal/Governors/Site Manager	Access for all. Inclusion for all.
Improve external and internal environment access for visually impaired children/adults.	Replace blinds in some classrooms. Repaint yellow lines in carpark.	Summer 2026	Principal/Governors/ Site Manager	Visually-impaired children and adults feel safe in school grounds and buildings.

Ensure all disabled pupils can be evacuated safely, including those who attend the Enhanced Provision Hub.	Develop a system whereby pupils who are disabled are given specific support during evacuation, especially those with a physical disability and those with sensory sensitivity and rigid thought patterns.	As required	Inclusion Lead in liaison with staff	All staff know their specific role during evacuation.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired pupils.	Seek support from LA HI and VI advisory teachers. Ensure children with hearing and visual impairments are appropriately seated within the classroom and that materials are made appropriately accessible to them.	Ongoing	Inclusion Lead	All children have access to appropriate resources and an environment that reflects need.

3. Improving the delivery of written information to disabled pupils

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print. School office will support and help parents to access information and complete school forms. School handbooks in a variety of languages.	During Induction Ongoing	School Office	All parents receive information in a format that they can access.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use coloured overlays for pupils with visual impairment.	As required	Class Teacher Inclusion Lead	Pupils have the same access to written materials as other pupils.
Provide information in other languages for pupils or prospective pupils/parents.	Access to translators, sign language. Interpreters to be considered and offered if possible.	As required	Inclusion Lead	Pupils and parents feel included and supported.
Ensure that our website is accessible in other languages for pupils or prospective pupils/parents.	Ensure that the website has 'translating' software built in so that it is accessible to all members of our community.	October 2025	ICT Tech Principal	All members of our community are able to access relevant information through the school website.

Updated December 2025