



# St Thomas à Becket Primary School

*With faith and nurture we flourish*

## Ethos Statement



**Friendship | Respect | Truth | Forgiveness | Thankfulness | Perseverance**

Mark 4:31-32 *“It is like a grain of mustard seed, which, when sown on the ground, is the smallest of all the seeds on earth yet when it is sown it grows up and becomes larger than all the garden plants and puts out large branches, so that the birds of the air can make nests in its shade.”*

At St Thomas à Becket Church of England Primary School we believe that every child has the right to achieve, within a caring, happy environment based on Christian values where every member of our community is shown respect.

## **Accessibility Plan**

<b>STATUTORY</b>	
Policy agreed	June 2022
Policy published	June2022
Next review date	March 2025
Approved by	FGB
Delegate to:	Committee
	Individual governor
	Head teacher
Related documents	SEN Policy School Development Plan

## **Accessibility Plan**

### **INTRODUCTION**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DCSF in July 2002.

St Thomas à Becket School's buildings and approach routes are not well designed to meet the needs of disabled pupils.

- a. Approaches to the entrance largely involve travel over a rough tarmac road, with the final access of about 15 metres is over a tarmac path.
- b. Access to classrooms that are mainly on the ground floor in the main building but does have one upstairs study area, offers relatively easy access.
- c. Access to the Kestrel classroom offers wheelchair access to what is otherwise a ground floor room.
- d. A disabled toilet was installed in December 2008.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 as:

*"A person has a disability 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 carry out normal day to day activities".*

### **Key Objective**

To reduce and eventually eliminate barriers to access and thereby provide the ability for pupils and teaching staff, and where appropriate, other adults, to participate fully in all parts of the curriculum and other school and community activities.

### **PRINCIPLES**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy:

The school recognises its duty under the DDA (as amended by the SENDA):

- a. Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- b. Not to treat disabled pupils less favourably.

c. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

d. To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to DRC Code of Practice (2002):

a. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their rights to confidentiality.

b. The school provides all pupils with a broad and balanced curriculum, adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.

a. Setting suitable learning challenges.

b. Responding to pupils' diverse learning needs.

f. Overcoming potential barriers to learning and assessment for individual and groups of pupils.

### **ACTIVITY**

St Thomas à Becket School has identified the following points for action in order to achieve the key objective:

a. Delivery of the curriculum

b. School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

c. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **PHYSICAL ENVIRONMENT**

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **PROVISION OF INFORMATION IN OTHER FORMATS**

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**LINKED POLICIES**

This plan will contribute to the review and revision of related school policies, e.g.

- a. School Development Plan
- b. SEN policy