



Accessibility Plan

Member of Staff Responsible	Chief Executive Officer
Relevant guidance/advice/legal reference	Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010 . The Key SEND trust lead
Approved by	Board of Trustees (LGB approves at school level)
Date of Policy	May 2022
Review Cycle	3 years
Date of Next Review	May 2025
Website	Yes

This policy is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. In this policy, Section 1 refers to the purpose and scope of the policy, along with our values.

Section 2: Refers to the detail of how the policy is implemented at The Thomas Adams School. Given the accessibility policy is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

Section 1:

Purpose, aims and scope of the Accessibility Plan

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.

The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan outlines the aims of our schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
3. Improve the availability of accessible information to pupils with disabilities.

We also wish to ensure staff, governors and parents/carers are aware of the way of previous and ongoing work to make the school and the curriculum accessible for all students, in order to participate in the school curriculum. When new students join the school with needs that relate to this policy, we will consider their needs with reference to this policy.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupil with medical conditions, SEND and the school development plan.

Trust principles and values

Our trust mission is that every individual is in a great school and the vision for our students is that they leave us accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)

We aim to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

Definition of Disability

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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Section 2:

Physical Assessment of premises

Implementation responsibility

Accessibility at The Thomas Adams School				
Target	How is this achieved and actions	Time scale for actions	Lead	Success criteria
Aim 1: Increasing access to the curriculum for pupils with disabilities				
Liaise with Primary feeder school to review potential intake each year	<ul style="list-style-type: none"> • Contact made with all feeder schools to gather initial information and arrange visits • Assistant Headteacher (Pupil support - SENCo/DSL) and Primary Liaison Coordinator to visit all schools, PLC to meet children and answer any questions, SENCo/DSL to meet with class teacher/SENCo/DSL to establish need • SENCo to attend year 6 annual reviews for pupils with EHCP • Identify students who may require additional support • Person Centred Plans to be devised and shared with teaching staff to ensure smooth transition 	Spring/ summer each year	Assistant Headteacher (Pupil Support), Primary Liaison Coordinator	<ul style="list-style-type: none"> • Procedures, resources and staff in place for September • Additional needs are identified and relevant support in place

<p>Teachers adapt the curriculum to support the children's individual needs</p>	<ul style="list-style-type: none"> • Ensure all staff are aware of their responsibility to provide high 'quality first' teaching, including appropriate differentiation and planning for a variety of learning styles • Teaching and Learning is a regular part of staff training • Hints and tips for students shared and reviewed regularly on Person Centred Plans • SENCo/ key workers to carry out observations if there are concerns and offer advice regarding classroom management/differentiation in individual contexts • Circle of Adults meetings to be held in specific cases where highly individualized strategies are needed. • Specialist Support to be sought for consultation where appropriate and recommendations shared with teaching staff via circle of adults meeting/Person Centred Plans 	<p>Ongoing</p>	<p>Headteacher, Senior Leadership Team (SLT), Assistant Headteacher (Pupil Support), Teachers, TAs</p>	<ul style="list-style-type: none"> • All students access the broad and balanced curriculum and make good progress relative to their starting points. • Students with additional needs are supported to access the whole curriculum and make expected progress.
<p>Learning Support / Interventions</p>	<ul style="list-style-type: none"> • Pupils are assessed using baseline testing, specifically NGRT, NGST and also within the Maths and English departments • Pupils who require significant additional support for English and Maths are highlighted, parents contacted • In some circumstances pupils may be disappplied from MFL to focus on additional literacy and numeracy support in year 7 and 8, then GCSE core subject preparation in year 9. 	<p>Autumn Term Year 7 / Ongoing</p>	<p>KS2 data, English Department, Assistant Headteacher (Pupil Support), SLT, Head of MFL, TA support, Assistant Headteacher (Data,</p>	<ul style="list-style-type: none"> • Students are able to work on improving their literacy and numeracy to support in all subject areas across the curriculum • Students of all abilities able to access the curriculum in full • Appropriate Examination Access Arrangements to be identified and applied consistently

	<ul style="list-style-type: none"> • Teachers, after following 'Quality First Teaching' and graduated approach, identify students who may need some additional interventions and inform the SEN team • Dyslexia screener carried out where appropriate and support put in place based on outcomes, in consultation with parents. • Examination Access Manager to conduct testing to ensure appropriate EAA is in place (currently using the CTOPP, DASH, WRAT IV, WIAT III, SDMT) • IDL programme available for use for literacy and numeracy intervention • Intervention groups in place for reading/handwriting/social skills/spelling/ anxiety management/ resilience/ anger management • Intervention Team work alongside SEN team and the Assistant Headteacher (Data, Assessment and Reporting) to identify non SEN pupils who are making decelerated progress and ensure appropriate steps are taken to offer support • Increased Flexibility Programme to be offered to selected students in years 10 and 11 • Specific SEN support team in place for sixth form • Performance management focus on the teaching standards which require teaching staff to be planning for individual needs 		Assessment and Reporting), Intervention Team, Examination Access Manager	
Referral to external agencies	<ul style="list-style-type: none"> • Referral to SEND department – Student Support and external agencies for additional support i.e. Speech and 	Ongoing	Subject teachers, Pastoral Team, Assistant	<ul style="list-style-type: none"> • Students' needs are met and all students are able to access the curriculum

	Language, Educational Psychologist, Sensory Inclusion Service, SEN advisory teacher, and adoption of their suggestions.		Headteacher (Pupil Support)	
Rigorous monitoring of all assessment data – including SEND	<ul style="list-style-type: none"> Regular data analysis including analysis of the attainment and progress of different 'groups' within the school to ensure that all are making the expected progress and there are no barriers to learning Regular meetings with Assistant Headteacher (Data, Assessment and Reporting) Heads of Year, SEN Team and Intervention Team to ensure pupils making decelerated progress are identified and appropriate support put in place. 	Ongoing	Teachers, SLT, Head of Department, Assistant Headteacher (Data, Assessment and Reporting), SEN Team, Intervention Team	<ul style="list-style-type: none"> Progress is made towards targets
Updated staff training on medical needs where needed	<ul style="list-style-type: none"> Liaise with medical professionals to ensure that all staff are trained to administer emergency medication if required Care plans produced for individual students with medical needs 	Ongoing	Deputy Headteacher (Behaviour & Personal Development)	<ul style="list-style-type: none"> Students' medical needs are met
Ensure all out-of-school Activities allow for the participation of all students	<ul style="list-style-type: none"> All out-of-school activities, including off-site trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them 	Ongoing	Class teachers, Educational Visits Coordinator	<ul style="list-style-type: none"> All students are included in extra-curricular activities which help to develop confidence, social skills and resilience
Ensure students (and staff) with hearing impairments have access to the curriculum	<ul style="list-style-type: none"> Speech reinforced with visual back-up print, pictures, concrete materials Consideration of rooming for students with more profound hearing loss Liaise with Sensory Inclusion Service Person Centred Plans to detail any difficulties and appropriate adaptations to 	Ongoing	Class teachers, Assistant Headteacher (Pupil Support), TA (Sensory Inclusion)	<ul style="list-style-type: none"> Students can clearly hear what is being said in the classrooms and the hall

	<p>learning environment and be easily accessible to all staff</p> <ul style="list-style-type: none"> • An identified Teaching Assistant allocated as key worker for all pupils with sensory impairment to ensure consistency, develop an experienced knowledge base and be a key point of contact for parents and the SIS. 			
To ensure students (and staff with visual impairments (VI) have access to the curriculum	<ul style="list-style-type: none"> • Staff informed of students with a VI and provided with in class suggestions on how to support the students. (student support plans) • Sensory Inclusion Service will regularly provide assessments on the pupils and feedback any changes to the needs of the students • Person Centred Plans to detail any difficulties and appropriate adaptations to learning environment and be easily accessible to all staff • An identified Teaching Assistant allocated as key worker for all pupils with sensory impairment to ensure consistency, develop an experienced knowledge base and be a key point of contact for parents and the SIS. 	Ongoing	Class teachers, Assistant Headteacher (Pupil Support), TA (sensory inclusion).	<ul style="list-style-type: none"> • Students' needs are met and are able to access the curriculum
To continue to explore the use of new technologies to support students with SEND in accessing their learning.	<ul style="list-style-type: none"> • To investigate with teachers, parents, students, and specialists the value and potential of new technologies (including word processors, exam pens, speech to text software) to support students with SEND in accessing their learning. 	Ongoing	Class teachers, Heads of Departments, Assistant Headteacher (Pupil Support), Exam Access Manager	<ul style="list-style-type: none"> • Students are able to access the curriculum and develop some independence skills through the use of assistive technology

Aim 2: Improve and maintain access to the physical environment				
Ensure access to all physical areas of the school	<ul style="list-style-type: none"> • Meet students with physical disabilities and their parents prior to arrival at school to ascertain needs and how they may be met • Assess and install practical and affordable solutions, recognising building limitations 	Ongoing	Business Manager, Site Manager, Assistant Headteacher (Pupil Support)	<ul style="list-style-type: none"> • Students are able to access the entire site
Aim 3: Improve the availability of accessible information to pupils with disabilities				
To differentiate work to ensure all students are able to progress in their learning.	<ul style="list-style-type: none"> • Focus on school development plan for all departments to improve / adapt resources to allow for differentiation and personalisation of students work. • Person Centred Plans to detail specific needs and appropriate adaptations to the learning environment and be readily available to all teachers to ensure the classroom environment is inclusive, and support for pupils with disabilities is embedded. • CPD provided for staff on differentiation strategies. • Assistant Headteacher (Pupil Support) to conduct lesson observations where concerns are identified and offer advice and guidance 	Ongoing	SLT, HoDs, class teachers, Assistant Headteacher (Pupil Support), TAs	<ul style="list-style-type: none"> • Pupils' needs are being met throughout differentiated materials.
To provide appropriate CPD for staff teaching on a range of areas of SEND	<ul style="list-style-type: none"> • CPD provided for staff on a range of areas of SEND. • Email updates/staff noticeboard to be utilised for refreshers/new resources etc. 	Ongoing	Assistant Headteacher (Pupil Support), class teachers	<ul style="list-style-type: none"> • Information on how to support individual students is a part of the CPD process.