



St Thomas of Canterbury Catholic Primary School

Policy: Equality, Objectives & Accessibility Plan

Review date: January 2022

Next review: July 2025

St Thomas of Canterbury Catholic Primary
Area: Equality Objectives and Accessibility Plan
Date: 2022-2025

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

- **Key Equality Objectives:**
- **Objective 1:** To continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
- **Objective 2:** To continue to raise levels of attainment in core subjects for vulnerable learners.
- **Objective 3:** To continue to monitor and support attendance of all groups of children in school.
- **Objective 4:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
- **Objective 5:** To ensure the building is accessible to all.
- **Objective 6:** To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- **Objective 7:** To ensure that disabled pupils can participate fully in the school curriculum
- **Objective 8:** To ensure that information can be provided in different formats and languages

Buildings

- **Objective 5:** To ensure the building is accessible to all.

Brief Overview:

All the building is accessible for wheelchairs.

Actions

- Respond to the need of any individual, child or parents as necessary.
- Reasonable adjustments would be made as needed.
- Risk assessments are done for individual pupils as necessary

Monitoring

- Health and safety audit
- Health and safety committee walk round/school inspection check lists
- Fire and risk assessments
- HT/SLT/Caretaker observations

Curriculum

- **Objective 1:** To continue to monitor and analyse pupil achievement by disadvantage or financial, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
- **Objective 2:** To continue to raise levels of attainment in core subjects for vulnerable learners/SEND.
- **Objective 3:** To continue to monitor and support attendance of all groups of children in school.
- **Objective 6:** To ensure that disabled pupils can participate fully in the school curriculum
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Actions

- Ensure staff are aware of reasonable adjustments that can be made in different curriculum areas if needed
- Ensure that any child with a disability has access to P.E. each week and extra-curricular activities

- Provide training for teachers and support staff on how to adapt the P.E. curriculum and other areas as needed.
- Encourage children to take part in Local Authority disability sport opportunities (Boccia tournament)
- Ensure when trips are organized in support of the curriculum or as an extended provision that the transport is provided for all to join in
- Consider trips that ensure that children with allergies/illness are not excluded or that reasonable adjustments can be made
- Provide appropriate resources (Laptops/Ipads/overlays and coloured paper)
- Provide support programmes to modify the curriculum e.g. Rough and Tumble Play, Sensory Activities
- Respond, as far as possible, to the need of the individual children who may join the school
- Ensure teachers recognise the needs of the individual child in planning and amend if adjustments are needed
- Provide access to training for support staff related to specific difficulties as necessary. (E.g. ASC, ADD)

Monitoring

- HT lesson observations
- Planning scrutiny
- Appraisal process-identify training needs

Access to information

Objective 8: To ensure that information can be provided in different formats and languages

Objective 4: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Actions

- Vary the forms of communication with parents/stakeholders e.g. vary fonts, text messaging, website, newsletter
- Offer further basic skills training for parents
- Respond to the needs of children, parents and stakeholders with specific difficulties as necessary

Monitoring

- Parent questionnaires
- Parent Forums
- Discussion with parents

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Teaching and Learning Policy
- Equality Policy and statement
- Health & Safety Policy
- SEND Policy
- Behaviour Policy
- Safeguarding Policy
- School Improvement Plan
- Asset Management Plan
- Mission Statement

The school works closely with specialist services including:

- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- The Bridge Centre
- Lansbury Bridge
- LASC
- EAL service