



"As we walk together with Jesus, we love, live and learn."

St. Thomas More's Catholic Primary School

Accessibility Plan 2026-2029

Purpose of Plan

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

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)

Contextual Information

St. Thomas More's Primary School is arranged over 3 floors with several separate entrances, numerous staircases, corridors and slopes. In 2012 the school secured a ten year lease on an adjoining Convent which now houses one classroom, a training room and the staff room. The lease was renewed in 2022 for another ten years.

An accessible toilet is available on the ground floor of the school.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote and maintain excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Accessibility Plan 2026-29

Target	Strategies	Timescale	Who	Success Criteria
Ensure classroom support staff have specific training on disability issues	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p>	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of curriculum access for children with additional needs	<p>Set up a system of individual access plans for pupils when required</p> <p>Information sharing with all agencies involved with child</p>	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT - LS	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p>	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	<p>Gather information on accessible PE and disability sports</p> <p>Seek disabled sports people to come into school</p>	As required	PE-DL	All to have access to PE and be able to excel

Improving access to the physical environment of the school

<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>To create access plans for individual pupils as part of the EHCP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers Through newsletter</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and on going if required</p>	<p>SENCo and HT</p>	<p>EHCPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
<p>Layout of school to allow access for all pupils to all areas</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p>	<p>As required</p>	<p>Head/ Governors/ Site manager/ School Surveyor</p>	<p>Re-designed buildings are usable by all</p>
<p>Ensure access to Playground area to all</p>	<p>Improve access to playground area during any re design</p> <p>Develop system to allow entry for wheel chair users</p>	<p>Consider in any new development</p>	<p>Site Manager/HT/ Govs</p>	<p>Disabled parents/carers/visitors feel welcome</p>

<p>Improve signage and external access for visually impaired people</p>	<p>Yellow strip mark step edges</p>	<p>On going</p>	<p>Site manager</p>	<p>Visually impaired people feel safe in school grounds</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each Sept</p>	<p>SENCO + HT</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>

Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing	Seek support from LA	As reqd	LA hearing	All children have

equipment in classrooms to support hearing impaired	hearing impaired unit on the appropriate equipment		officers	access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access in event of emergency	On-going and as required and as appropriate	Site Manager	All disabled staff, pupils and visitors able to have safe exit

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. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	<p>School Office</p> <p>Office/DS</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going		Staff produce their own information

Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	Sept 2026	HT/DS	All can access information about the school
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