St Thomas' Church of England Aided Primary School - Winchelsea

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The name and contact details of the school staff member that pupils and parents should contact on a day-to-day basis is: Sue Hollands (School Secretary) and Lea Paine (School Business Manager)

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Approved By	Full Governing Body
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Accessibility plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At St Thomas' C of E Aided Primary School, we are committed to providing an accessible learning environment where children are supported to reach their full potential. We aim to ensure that every child succeeds by providing an inclusive education; every child, parent, member of staff and visitor is made welcome irrespective of ethnicity, background or disability.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan, working closely with **East Sussex County Council** and the **Diocese of Chichester**.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It will be reviewed annually by the Senior Leadership Team and SENCo.

Aim	Current good practice (established and under development)	Objectives (short, medium and long-term)	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	• Our school offers an adaptive curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed regularly to	**Short-term:** Ensure all school trips, residential visits and wraparound/after-school clubs are accessible to all. **Short-term:** Ensure staff have access to disability awareness and specific medical/neurodiversity training as required. **Medium-term:** Ensure curriculum resources and library books include positive examples of people with disabilities.	• Ensure all staff complete accessibility checks when planning school trips, residential visits and extra-curricular clubs. • Identify staff training needs through appraisal/CPD meetings and pupil progress reviews. • Audit curriculum resources, library stock, classroom books and EYFS/KS1	Headteacher, SENCo (Mrs Charlotte Ward), EVC & Subject Leaders	Ongoing / Reviewed annually	• All children in school are able to access all school trips, clubs and activities. • All training needs are identified and staff are equipped with the skills and knowledge needed to support children with disabilities. • Curriculum resources and library books reflect diversity and include positive representations of disability.

	ensure it meets the needs of all pupils. • Classes are organised to provide access to the curriculum using visual aids, symbols/pictures, visual timetables, and individually identified resources via provision maps. • The school has a SEND Policy and SEN Information Report ensuring staff identify, assess and arrange suitable provision. • The SENCo works with East Sussex County Council, the Educational Psychology team and outside agencies as required to secure additional resources.		small-world resources.			

Improve and maintain access to the physical environment	The school environment is adapted to the needs of pupils, staff and visitors as required. This includes: • Step-free access via double gates and wide courtyard entrance doors. • Wide corridors and double doors to access the main hall. • Disabled toilet facility accessible via wide corridors and/or the main hall. • Handrail along the sloping path from the front main gate. • Accessible layout and shelving at wheelchair height in the school library. • Ground-floor emergency escape routes throughout the building.	**Short-term:** Ensure that all disabled pupils and visitors can be safely evacuated in an emergency. **Medium-term:** Ensure all routine maintenance and building work considers East Sussex accessibility guidance. **Long-term:** Explore the creation of a showering facility in the disabled toilet if required by pupil need.	• Put in place and regularly review Personal Emergency Evacuation Plans (PEEPs) for any appropriate child or staff member. • Share East Sussex County Council accessibility guidance with relevant staff and contractors prior to site works. • Plan and cost a showering facility within the disabled toilet should future intake require it.	Headteacher, SENCo & Site Manager (Mr James Winchester)	Ongoing / PEEPs reviewed each September	• All disabled children and staff working with them are safe and confident in the event of an evacuation. • Ongoing improvements in access to all areas when undertaking routine and maintenance work. • Feasibility and costing ready if showering facilities are needed.

Improve the delivery of information to pupils and families with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Clear internal signage incorporating images or symbols alongside text. • Large-print and adapted learning resources where needed. • Digital communications (Arbor, ClassDojo and the school website) alongside paper copies available upon request.	**Short-term:** Review information shared with parents and carers to ensure it is accessible to all. **Ongoing:** Continue using labels and signs throughout school that include an image or symbol alongside text.	• Ask parents and carers about any communication or access needs when a child is admitted to school. • Replace any text-only signs with dual-coded (text and symbol) signage. • Provide translated, large-print, audio or verbal summaries of school information upon request.	Headteacher, SENCo & School Office	Ongoing / Checked at each admission	• All parents and carers receive school information in a format they can easily access. • Everyone can understand signage and find their way around the school independently.
Offer additional support to	• The school works to ensure events and meetings are welcoming	**Short-term:** Remove barriers to communication and	• Offer telephone, video or home-visit alternatives for	Headteacher, SENCo & Pastoral Lead	Spring 2027 & Ongoing	• Parents and carers with disabilities or illness face no

meet the needs of young carers and their families	and accessible to parents/carers with disabilities or long-term illness. • Our Pastoral Lead provides dedicated support for pupils who are young carers or experiencing family illness.	attendance for parents/carers with disabilities or illness. **Ongoing:** Proactively identify and support young carers within school.	parents' evenings and review meetings where disability or illness prevents on-site attendance. • Signpost families to East Sussex Young Carers and local family support services.	(Mrs Dee Rampling)		barriers to participating in their child's education. • Young carers feel supported in school.

4. Access audit

This access audit sets out the current physical features of the St Thomas' C of E Aided Primary School site:

Feature	Description	Actions to be taken	Person responsible	Actions to be completed by
Entrances & corridor access	Access to the site can be made via double gates. The building can be entered through the courtyard door, which is wide. Internal corridors are wide, with double doors providing access to the main hall.	None currently required.	Headteacher & Site Manager	Ongoing
Toilets	Disabled toilet is accessible via wide corridors and/or the main hall.	None currently required.	Headteacher & Site Manager	Ongoing
Emergency escape routes	Escape routes are all through ground-floor doors. Fire drills take place termly (3 times a year) to ensure children and staff are familiar with procedures.	Maintain termly fire drills and review PEEPs annually.	Headteacher & Site Manager	Termly
Car parking	Staff parking is located next to the school. Direct road access to the double gates is available for disabled visitors/pupils with prior notification (e.g. a phone call to the school office).	None currently required.	School Office & Site Manager	Ongoing

5. Monitoring arrangements

This document will be reviewed every **3 years**, but may be reviewed and updated more frequently if necessary. It will be reviewed by the **Headteacher (Mr Dale Saxby)**, **SENCo (Mrs Charlotte Ward)**, and **SEN Governor (Mrs Jennifer Sutherland)**.

It will be formally approved by the **Full Governing Body of St Thomas' C of E Aided Primary School**.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Complaints procedure