

Accessibility Action Plan

2026-27

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Date of Sign Off: September 2026

Date of Review: September 2027



"We are a Christian Faith school with a happy, caring, sharing atmosphere that recognises the worth of everyone in our multicultural, multi-ethnic community. We recognise the centrality of the spiritual development of our pupils and promote this through the whole of our curriculum.

It is our intention that the children should experience the wonders of God's world. They should respect each other and learn to live in peace with themselves and their neighbours. This is fostered through good links with the community that the school serves.

Our aim is to enable the children to realise their full potential through the quality of education we give them. This is achieved through a professional dedicated staff, each of whom seeks to provide the highest standards of teaching and learning."

School's Vision and values:

Our vision is to inspire, believe, and achieve through a strong foundation of Christian values. With God, all things are possible. We provide enriching experiences, believing in the potential of every learner. Through trust, friendship, respect, and kindness, we create a learning community where children flourish academically, socially, and spiritually.

Our vision is built on our strong Christian Values and that "With God all things are possible" Matthew 19:26. Our offer is closely aligned to the Church of England vision to live 'Life in all its fullness' John 10:10.

Aims

At St Thomas's our strong vision supports a curriculum that aims to

Inspire-All learners through the places they visit and the people they meet

Believe-That even in the face of adversity, anything is possible.

Achieve-Through what we know, learn and understand

Values

We are a learning community built on our core values of:

Respect, compassion, courage, resilience, hope and aspiration

Section 1: Mission statement

At ST Thomas CE Primary school, we are committed to ensuring quality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and participate fully in school life. The achievement of disabled pupils will be monitored, and we will use this data to raise standards to ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is accessible as possible. At St Thomas CE primary school, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit her We aim to provide a safe, secure environment that will inspire all pupils to believe in themselves and achieve their best.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a mental or physical impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities

AIMS:

- To increase the extent to which disabled pupils can participate in the school curriculum, which 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.
- To ensure the physical environment of the school is accessible for all with mobility issues, sensory impairments or restricted height
- Improving the availability of accessible information to disabled pupils

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how St Thomas Primary School will address the priorities identified in the plan. The plan will be reviewed annually or in response to need.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Actions to be taken	Person responsible	Date to be actioned by	Success Criteria
Increase access to the curriculum for pupils with a disability	Ensure OAIP is appropriate for all learning styles and needs Ensure a bespoke balanced curriculum "Where are we going and who will we meet?" is being taught.	Liaise with specialists to ensure children have access to equipment and appropriate resources. Make reasonable adjustments to ensure all children participate in all subjects	All staff	Sept 2026- July 2027	All staff more aware of the needs of different learners and the impact on OAIP Pupils make good progress and access all subjects.
	Ensure all staff and pupils are aware of, and able to use assistive technology software and resources	Audit all ICT and resources used to support teaching and learning. Monitor the use of assistive technology in class and the impact on learning	All staff	Sept 2026- July 2027	All staff are aware of the software and resources available to them to support teaching. Pupils are aware of resources available to support their learning opportunities .
	To ensure people with disabilities are represented in our curriculum and as a role model in which to aspire to	Ensure our curriculum of "Where are we going and who will we meet?" reflects a broad spectrum of people including	All staff Subject coordinators	Sept 2026- July 2027	Children can talk knowledgeably about the achievements of disabled people in our society.

		those with disabilities.			
Improve and maintain access to the physical environment	Classrooms are organised to support the learning needs of children.	Classroom environment seeks to support the needs of all learners to promote independence and a classroom conducive to learning.	All staff	Sept 2026- July 2027	Classrooms support the learning needs of all pupils
	The environment is adapted to the needs of pupils as required. This includes: Ramps, corridor width, disabled toilets Fluorescent marking to identify ramps/steps	A rolling maintenance programme of work to ensure the environment is suitable and safe for all who use it.	Site manager	Sept 2026- July 2027	The physical environment is safe and accessible.
Improve the delivery of written information to pupils with a disability	Ensuring signage around school reflects the language/visual needs of all parents/carers and all pupils. Ensure key documents for parents are uploaded on the school website with a facility to translate into home language	Ensure all resources in classrooms have a visual and a written label to promote independence in the classroom. Ensure all signs/display/ key documents are translated into languages which reflect the	All staff All staff	Ongoing ongoing	All signs/displays around school are accessible to all. Key information is accessible to all.

		community's needs. Use of bilingual staff in school to support communication Use of parent online communication systems allows for translation into home language Use of MAKATON signing and symbols to aid effective communication for all			
	Continue to ensure all pupils have access to a visual timetable to help them structure and organise their day.	Visual timetables displayed and changed daily as part of the school's "non-negotiables" for the classroom environment.	All staff	Daily	Visual timetables understood and used effectively to support pupils' emotional health and well-being.

Section 3: Access audit

Feature	Description	Actions to be taken
Number of storeys	All classrooms are single storey. Ramps or steps provide access into school.	Maintenance of the steps and ramps are inspected termly through part of the environment checks by the Site Manager. Fluorescent paint is used to outline steps and ramps
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be kept tidy and free from obstruction.
Parking bays	Parking bay is clearly marked. Disabled parking bay provided at front of school	Ensure all bays are clearly marked
Entrances	The entrances to school are clearly identified with appropriate signage. Entrance to school is well lit.	Ensure signage to school is well maintained and accessible for all
Ramps	All main exit and entrance points have ramps to enable access for wheelchair users.	Ensure ramps are well maintained with fluorescent paint identifying the edges.
Emergency escape routes	Labels clearly displayed throughout school. Consistent signage is used on all escape routes. Meeting point clearly signed PEP's in place for children and staff with specific need	Continue to ensure signs are maintained and consistent across school.
Reception area	Access to reception clearly signed. Large reception area created. Office staff available daily to support parents and visitors.	Plans for further furnishings in the entrance to make it warm and inviting for parents and visitors.

Access to school for parent's/visitors	Access routes are clearly labelled. Parents are clear on which access point to pick up and drop off their children. One way system in place to ensure smooth transitions	Additional access points created to ease congestion as school expands
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