



Thomas Hall School

Accessibility Plan and Policy

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Thomas Hall School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to ensuring equality 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 to participate fully in school life. The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Thomas Hall School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are 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.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Links with Other Policies

This Accessibility Plan has been written in conjunction with the following policies and documents:

- Health and Safety Policy
- Equality Diversity and Inclusion Policy
- Special Educational Needs (SEN) Information Report

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 he or she has a physical or mental impairment



that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association. In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

Thomas Hall School has adopted this Accessibility Plan in line with the school's SEN Information Report with the aim of ensuring that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our SEN Information Report outlines the school's provision for supporting pupils with Special Educational Needs and disabilities (SEND). This Accessibility Plan, in conjunction with our SEN Information Report explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and provides an outline of how the school will manage this part of our SEND provision.



Thomas Hall School Accessibility Plan

Aims	Actions	Success Criteria	Training	People	Resource	Budget
The school will continue to develop its contingency plans for accommodating any disabled pupils or staff that may join the school in the future.	Consider each any potential requirements	Minutes from School Improvement Board and SLT .	Staff including teachers, support staff and premises	SLT School Improvement Board	Time	Case by case
The school will continue to develop its contingency plans for individual children if there any issues that arise.	Incorporate into care plans and PEEPs	Inclusion care plans PEEPS	AHT / SENDCO	AHT/SENDCO SLT School Improvement Board Premises Manager	Time	As required
The school will continue to consider improvement of access (particularly for wheel chairs) in the design of all its construction works.	Check all project requirements	Minutes from School Improvement Board and SLT		AHT/SENDCO SLT School Improvement Board Premises Manager		As required
Premises Committee to be informed of any relevant disabilities in incoming pupils/staff.	SLT/Inclusion leaders to inform business support manager	Minutes from School Improvement Board and SLT		AHT/SENDCO SLT School Improvement Board Premises Manager		As required



The school will ensure that it regularly reviews risks and update PEEPS	1. Write plan for existing disabilities 2. Review as necessary and at least Annually	PEEPS and risk assessment		AHT SENCO Deputy SENCO Assistant SENCO SLT	Time	NA
The school will ensure (In conjunction with Headteacher & BSM) that staff training needs are regularly reviewed and met	Annually		As required		Time	As require