



## Accessibility Plan

**Approved by:** Lisa Lane

**Date:** Feb 2026

**Last reviewed on:** Feb 2023

**Next review due by:** Feb 2029

## 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 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

Our 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.

Thomasson Memorial School aims to provide all pupils with the highest quality of education and support according to their needs and is committed to ensuring aspirational expectations are held for every child. High quality Specialist learning opportunities are provided so that each child attains and achieves their individual potential. Everyone in our school is important, valued and included and we recognise the uniqueness and success of each pupil. Thomasson Memorial values all communication approaches and uses a Total Communication Approach across the school to ensure full and equal access by all learners. We are a safe school, committed to improving children's confidence, self-esteem and positive Deaf identity.

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.

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 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 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 non-disabled pupils. 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.

| ACCESSIBILITY ACTION PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                               |             |                                |                           |                                                                                          |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------|---------------------------|------------------------------------------------------------------------------------------|----------------------------------|
| <ol style="list-style-type: none"> <li>1. To ensure all staff and governors have a clear understanding of equality, diversity and disability, and are confident in meeting their legal and moral responsibilities.</li> <li>2. To ensure teachers and teaching assistants are trained to effectively to teach and support disabled children and young people.</li> <li>3. To ensure classrooms are organised to promote participation and independence for all pupils.</li> </ol> |                                                                                                                                                                                                                                               |             |                                |                           |                                                                                          |                                  |
| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Success Criteria                                                                                                                                                                                                                              | Lead person | Time Scale Start and End Dates | Training/CPD needs        | Monitoring                                                                               | Resources/Costs /Time            |
| Aim 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                               |             |                                |                           |                                                                                          |                                  |
| <ul style="list-style-type: none"> <li>• Provide regular equality and diversity training for all teaching staff, support staff and governors.</li> <li>• Ensure training includes disability awareness, reasonable adjustments, inclusive language, and unconscious bias.</li> <li>• Include accessibility and inclusion as part of induction for new staff and governors.</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>• Increased awareness and understanding of disability and inclusion.</li> <li>• Consistent inclusive practice across the school.</li> </ul>                                                            | LL/RS       | March 26-February 27           | Online/in Person training | Lesson Observation<br>Pupil Voice<br>Staff meetings<br>Staff certificates                | INSET –no cost<br>Cost of course |
| Aim 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                               |             |                                |                           |                                                                                          |                                  |
| <ul style="list-style-type: none"> <li>• Provide ongoing professional development focused on inclusive teaching strategies, adaptive teaching and specific needs (e.g. physical disabilities, sensory impairments, communication needs, neurodiversity).</li> <li>• Use external specialists where</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Staff are skilled in adapting teaching and resources.</li> <li>• Disabled pupils are supported effectively to access learning.</li> <li>• Reduced barriers to participation and progress.</li> </ul> | SLT         | Feb 2026- Jan 2029             | Online/in Person training | Lesson Observation<br>Pupil Voice<br>Staff meetings<br>Staff certificates<br>Staff Voice | Training courses cost            |

|                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                |     |                 |               |                           |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------|---------------|---------------------------|---------------|
| appropriate to support staff training. <ul style="list-style-type: none"> <li>Share best practice and strategies through staff meetings and planning sessions.</li> </ul>                                                                                                                                   |                                                                                                                                                                                                                |     |                 |               |                           |               |
| Aim 3                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                |     |                 |               |                           |               |
| <ul style="list-style-type: none"> <li>Arrange furniture and resources to allow ease of movement and access for all pupils.</li> <li>Use visual supports, adapted resources and assistive technology where needed.</li> <li>Ensure displays and learning materials are inclusive and accessible.</li> </ul> | <ul style="list-style-type: none"> <li>All classrooms organised with accessibility and independence in mind.</li> <li>Pupils able to access resources with minimal adult support where appropriate.</li> </ul> | SLT | Sept 26- Feb 29 | Staff support | Room Observation Coaching | Staff Meeting |

Red – not yet competed

Amber – partially complete

Green - completed

#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Mrs Lisa Lane (Headteacher)

#### 5. 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
- Supporting pupils with medical conditions policy