

# **Accessibility Plan for Thomas Johnson Lower School**

## **Purpose of the Plan**

The purpose of this plan is to show how Thomas Johnson Lower School intends, over time, to increase the accessibility of our school for disabled pupils. Thomas Johnson Lower School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, and cultural needs.

## **Definition of Disability**

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

- a) They have a physical or mental impairment
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

## **Legal Background**

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the DDA. The effect of the laws is the same as in the past, meaning that schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief, and sexual orientation.

This plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff, and governors of the school. It will advise other school planning documents.

This Accessibility Plan outlines our school's plans to increase access to education for disabled pupils in three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum, including teaching and learning and the wider curriculum, such as participation in after-school clubs, leisure, cultural activities, and school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

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## **Section 2: Aims and Objectives**

Our aims are to:

- Improve and maintain access to the physical environment.
- Increase access to the curriculum for pupils with a disability.

- Improve the delivery of written information to pupils.

The tables below set out how the school will achieve these aims.

### Improving Access to the Curriculum for Pupils with a Disability

| Aim  | Strategy   | Outcome   | Responsibility        | Time Frame |
|--|--|---|-----------------------|------------|
| Increase access to the curriculum for pupils with a disability | Thomas Johnson<br>Lower School offers an adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils can fully access the curriculum.  | Good levels of progress seen among all vulnerable subgroups.            | Class Teacher, SENDCo | Ongoing    |
|  | Audit of CPD needs and specific training, including medical training needs.  | Greater understanding and skill set of various pertinent medical needs. |                       |            |
|  | Pupils to have access to left-handed scissors, therapeutic putty, wobble cushions, pencil grips, fidget toys, coloured acetates for reading, and self-checking, and access to sensory break equipment such as ear defenders. |   |                       |            |
|  | Pupils will have access to a wide range of accessibility features on iPad devices to aid learning activities.  |   |                       |            |
|  | Exploit technology to support learning for all groups of learners.   | Increased rates of progress for all learners.                           | SENDCo, Class Teacher | Ongoing    |
|  | Use iPads for all applicable pupils— source individual apps  | Increased staff confidence with these programs.                         |                       |            |

| Aim   | Strategy   | Outcome   | Responsibility   | Time Frame                    |
|---|--|---|--|-------------------------------|
|   | that provide suitable support, with staff training provided where applicable.                |   |  |                               |
|   | Offer gross motor interventions for specific children to help them access the PE curriculum. | Established a Gross Motor group with assessment that identifies and shows progression.                  | SENDCo, Class Teacher, Head of PE  | Ongoing                       |
|   | Widen the availability of physical activity within the curriculum.                           | Children who are more active, healthy, and ready to learn.  | SENDCo   | Ongoing                       |
|   | Enhance outdoor spaces to ensure access for all.   |   |  |                               |
|   | Embed physical breaks as part of individual children's daily learning activities.            |   |  |                               |
| Develop and enhance provision to support emotional wellbeing and resilience for all pupils, including those with a recognized mental health need. | Commitment to CPD to promote health and wellbeing.   | An increase in visitors to support our safeguarding and pupil health and wellbeing curriculum.          | SENDCo, Headteacher, Deputy Head, Head of PE, Mental Health Lead (Pastoral Lead) | July 2025 (Reviewed annually) |
|   | Development of "Personal Development" curriculum.  | Pupils who are confident about learning and have a "growth mindset" persist when faced with challenges. |  |                               |
|   | Embedding and enhancement of an outstanding pupil  |   |  |                               |

| <b>Aim</b>                            | <b>Strategy</b>   | <b>Outcome</b>  | <b>Responsibility</b> | <b>Time Frame</b> |
|---------------------------------------|---|---|-----------------------|-------------------|
|                                       | safeguarding curriculum.  |   |                       |                   |
|                                       | Effective use of the Sports Premium funding to promote excellent pupil health.    |   |                       |                   |
|                                       | Delivery of extracurricular opportunities that promote mindfulness and wellbeing. | Enhanced parental opportunity for engagement with safeguarding education.   |                       |                   |
|                                       | Pupils who can set goals, increase resilience, and organize their school work.    | Pupils who can use problem-solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential. |                       |                   |
| Develop and enhance nurture provision | Enhancement of Nurture Room—Cura.   | Children with SMEH needs are identified and TA supported appropriately.   | SENDCo                | Ongoing           |
|                                       | CPD for staff to support pupil wellbeing.   | Reviewed in light of the specific needs of children.  |                       |                   |

### **Improving the Delivery of Written Information to Pupils**

| <b>Aim</b>  | <b>Strategy</b>  | <b>Outcome</b>  | <b>Responsibility</b>        | <b>Time Frame</b> |
|---|--|---|------------------------------|-------------------|
| Availability of written material in alternative formats when specifically requested | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when requested for individual purposes. | Head of School, Office Staff | Ongoing           |
|   | Make available school brochures, newsletters,  |   |                              |                   |

| <b>Aim</b> | <b>Strategy</b>   | <b>Outcome</b>                                      | <b>Responsibility</b>        | <b>Time Frame</b> |
|------------|---|---|------------------------------|-------------------|
|            | and other information for parents in alternative formats when specifically requested (translated documents where possible). |   |                              |                   |
|            | Review all current school publications and promote the availability of different formats when specifically requested.       | All school information is available on the website. | Head of School, Office Staff | Ongoing           |
|            | A link has been made available on the website so that information can be translated into another language (Feb 2019).       |   |                              |                   |

## **Improving and Maintaining Access to the Physical Environment**

The school has undertaken refurbishment work in the past to ensure it is DDA compliant: internal doors are set to a width to accommodate wheelchairs, the building has wheelchair access, there is a lift for access to the second floor, there are disabled toilets at both ends of the school. One of these is a wet room.

| <b>Feature</b>          | <b>Description</b>   | <b>Actions to be Taken</b>                                 | <b>Person Responsible</b> | <b>Date to Complete Actions By</b> |
|-------------------------|--|--|---------------------------|------------------------------------|
| Number of Storeys       | School has areas leading to the library and art rooms accessible via stairs or lift. | Lift already in place. Annual maintenance checks to occur. | Site Manager              | Annual                             |
| Corridor Access         | All corridors are accessible for wheelchairs and wide enough for manoeuvre.          | Corridors to be tidy and free from obstructions.           | All school staff          | Ongoing                            |
| Emergency Escape Routes | Labelled well and clearly displayed throughout the school.                           | Continue to ensure signs are maintained.                   | Site Manager, SLT         | Ongoing                            |

This plan will be reviewed annually to ensure continued effectiveness and compliance.

