



## ACCESSIBILITY PLAN

This policy will be reviewed annually or in response to changes in legislation		
Created	September 2025	Head of Learning Enrichment
Reviewed		
Approved	September 2025	SLT

This Plan should be read in conjunction with Thomas's SEND Policy, Allergy and Anaphylaxis Policy, Admissions Policy, Medical Care Policy, Curriculum Policy, Behaviour Policy, Educational Visits Policy.

## **1. INTRODUCTION**

- 1.1. Thomas's Fulham strives to be a fully inclusive and welcoming school and therefore aims to treat all its students fairly and with respect, and this involves providing access and opportunities for all students without discrimination of any kind.
- 1.2. Thomas's Fulham has pupils with a variety of disabilities. These include, but are not limited to: physical disabilities, hearing and visual impairments and specific learning disabilities. All pupils are fully integrated into school life and participate in the whole curriculum including extracurricular activities (such as school trips).
- 1.3. As of September 2025, there are no pupils on the school roll who require a wheelchair. However, the school is conscious of the need to support the needs of a wide variety of pupils. Accordingly, the school will continue to offer and develop high quality accessible facilities.
- 1.4. The School is committed to providing an environment that enables full curriculum access, valuing and including all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- 1.5. Schools are required under the Equality Act 2010 Amendment Regulations 2023 to have an accessibility plan. The purpose of the plan is to:
  - 1.5.1. Increase the extent to which pupils with disabilities can participate in the curriculum
  - 1.5.2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
  - 1.5.3. Improve the availability of accessible information to pupils with disabilities
- 1.6. The School aims to treat all its pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind, and:
  - maximise the extent to which disabled pupils can participate in the curriculum
  - modify the physical environment of the school to support full participation of disabled pupils in the education, benefits, facilities and services provided; and
  - improve the availability of accessible information to disabled pupils.
- 1.7. The school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010 and 2023 amendments, including understanding disability issues.
- 1.8. The complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in School, the complaints procedure sets out the process for raising these concerns.

- 1.9. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the proprietor.

## **2. LEGISLATION AND GUIDANCE**

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.
- 2.4. 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. CURRENT GOOD PRACTICE**

### *3.1. Increasing access to the curriculum for pupils with a disability*

#### 3.1.1. Admissions

- Learning Support involved throughout the admissions process.
- Communication with prospective families regarding any additional needs with both the Admissions and Learning Support team.
- Requirement for parents to disclose disabilities prior to admission.
- One-to-one communication and support available to families if required.
- Supporting families whose children have a history of Speech and Language Therapy (SALT) or Occupational Therapy (OT) and sharing details of how we can facilitate this provision once they start.

#### 3.1.2. Examinations

- Guidance in the process of external assessment
- Head of Department discretion, based on pupil needs, regarding extra time in internal assessments.
- Exams and assessments may be held in quiet rooms away from noise and distraction with the support of the Head of Learning Support

- Access arrangements (for example laptops, reader, prompter, extra time, smaller venues or other arrangements as is considered reasonable) in place where needed for internal and external exams.

### 3.1.3. Learning Support

- The Learning support department consists of three qualified teachers, two of whom are specialist qualified SpLD teachers
- A four avenue referral process; parents, class teachers, the school counsellor or SEND department staff can all make referrals regarding pupils.
- Termly analysis of standardised PIRA/PUMA data and annual analysis of the CAT tests assist in identifying pupils requiring additional learning support
- Internal Specialist Standardised assessments (screeners) provide further specifics on pupils and give indications of SpLDs.
- Where pupils are identified with additional learning support needs, steps are identified and appropriate support put in place.
- Parents are guided towards external assessments where this is deemed in the best interest of the pupil.
- Pupils' SEND needs are recorded on a centralised SEND register which is graded from 'SEND 1' (higher level of need) to Monitor (least needy).
- The SEND register is a working document and is updated on a weekly basis.
- Staff compile a 'Learning Profile' document for pupils with an external assessment. This document is a synopsis of the external report findings and recommendations and is designed to make the contents of the report more accessible.
- Learning profiles are disseminated amongst all staff who teach the pupil.
- 'Pupil Passports' are also made for pupils who might have social or behavioural difficulties. These one-page profiles are made with the children and help staff understand how to best support the pupil, empowering the child and improving inclusion and transitions.
- All documents pertaining to a pupils' SEND journey are stored on iSAMS
- SEND staff and Teaching Assistants (TAs) provide one-to-one and small group support in and out of class.
- The department has strong and longstanding relationships with external specialists, including: Educational Psychologists, Occupational Therapists, Speech and Language Therapists, and visiting SpLD qualified teachers. These external specialists provide additional support to pupils where needed.

- A bank of Learning Support advice and resources are available for staff with guidance information about how teachers can support pupils with Autism, ADHD, Dyslexia and Dyspraxia and wider needs
- Members of the Learning Support department visit year group meetings/PPM meetings to review pupil learning needs, offer advice and share best practice.
- In September the department has in person meetings with each year group to ensure a smooth transition for SEND pupils moving up a year.
- SEND staff meet 1:1 with new staff that join mid school year.
- SEND is championed around the school, on our designated Neurodiversity display board, through posters in our work spaces and through a variety of morning and evening pop-ups.

#### 3.1.4. Classroom

- Learning Support provide whole-school and specific group training on areas of learning needs
- Learning Support provide academic staff with regular updates in 'Care and Share' on specific pupils and teaching strategies
- Pupil learning profiles available in iSAMs and Year Group google folders
- Quality First teaching in all classes ensuring pupils make at least expected progress

#### 3.1.5. EAL

- EAL questionnaire completed by parents of new pupils
- Small group or one-to-one support as needed

#### 3.1.6. Pastoral care and mental health

- Mental health initiatives introduced across all sections of the school as part of the PSHE and RSE programme, delivered, in part using Jigsaw
- Class teachers and heads of year support pupils with their well-being
- Pupils with learning disabilities given medium- and long-term group and one to one intervention in areas of skills that they need to improve on. This could include managing confrontations and anger.
- Pastoral information recorded in CPOMs with appropriate access controls in place
- Counsellor available for pupils on scheduled days during the school term
- Daily zones of regulation check-in and Worry Box (virtual in Prep School)
- Head of Learning Support and counsellor meet once a week to review provision
- Regular pupil surveys to identify pastoral concerns or trends

- ELSA provision for pupils needing additional pastoral support
- All staff completed MHFA training September 2024

#### 3.1.7. Curriculum

- Pupil profiles available via SEND Pupil Profile in iSAMS and year group Google Folders
- Records of access arrangements and assessments maintained by Learning Support.
- Key teaching strategy advice and resources available for all staff on MSP
- Curriculum differentiated by teachers to meet the needs of a variety of pupils with learning difficulties
- Physical activities including PE, Games and dance adjusted and planned to cater for all pupils
- LS department visit classes to work with individual teachers and all new teachers and offer advice on supporting pupils with SEND
- Learning Support team visit lessons to observe pupils in their environment and suggest changes to practice.
- New teaching staff receive induction from the SENCo regarding the school systems on learning support and receive ongoing support in the classroom.
- Teaching staff are regularly updated with information that relates to the learning needs of specific pupils
- Teachers meet to talk about strategies that work with specific LS pupils. They share good classroom practice.
- LS staff and area lead meet with individual parents over ongoing concerns

#### 3.1.8. Educational Visits

- Large number of staff are first aid trained
- Whole trip - and as appropriate individual- risk assessments completed
- Locations and venues reviewed for suitability
- Adaptations can be made to timetables where possible and appropriate to suit the needs of individuals
- Staff: pupil ratios will be reviewed to suit access needs
- Learning Support department available for advice on adapting trips to be accessible.
- Accessible buses arranged when required
- Disability UK ski instructor consulted when required for pupils travelling to Daheim residential

### 3.2. *Improving the delivery of information to pupils with a disability*

3.2.1. Thomas's Fulham takes steps to ensure that disabled pupils are readily able to access information, providing written and electronic information to pupils in ways that are user friendly and fully support pupils in their learning. Measures already in place include:

- Parents informed of provision within Learning Support including one to one and group intervention.

- School speaker system can be adjusted to accommodate pupils, staff and visitors with sensory needs
- Mobile PA available to accommodate pupils, staff and visitors with hearing difficulties
- Teachers notified of any pupils with poor vision and accommodations to be made via iSAMS and Care and Share
- Information / resources printed in different ways - larger font, dyslexia friendly font, on cream/buff coloured background
- Filters changed on classroom IWBs and individual iPads to ensure greater accessibility
- iPads offer pupils different ways of recording their work - such as touch typing and dictation.
- Computers provided for external exams

### 3.3. *Improving and maintaining access to the physical environment*

- 3.3.1. Physical resources are deployed for pupils with sensory needs - weighted lap belts, theraband, theraputty, wobble cushions, Hokki stools, writing slopes, keyboards, ear defenders, standing desks
- 3.3.2. Thomas's Fulham has an accessible parking space adjacent to the building and the main entrance is accessible for a wheelchair.
- 3.3.3. A lift provides access to all areas of the first and second floors, and the Library and Computing Suite on the third floor of the main building. There are however a small number of rooms on the third floor which are not accessible.
- 3.3.4. An accessible toilet is available on the ground floor.
- 3.3.5. The Art block is a two storey building. The second floor is not wheelchair accessible.

## 4. **ACTION PLAN**

- 4.1. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.
- 4.2. The Accessibility Plans cover a three year period. The current period is September 2025 to August 2028
- 4.3. The plan will be made available online on the school website, and paper copies are available upon request.
- 4.4. The Head of Learning Support will liaise with relevant members of the senior leadership team to ensure that the Accessibility Plan is discussed and up to date.

## TO INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY

OBJECTIVES	COMPLETION DATE	SLT LEAD	SUCCESS CRITERIA
<b>SHORT TERM</b>			
By the end of the Summer Term 2026, all Key Stage 1 classrooms will <b>consistently utilise a range of visual supports</b> (e.g., visual timetables, now/next boards) to enhance comprehension and independence for all pupils, with a specific focus on increasing curriculum access for pupils with additional needs		SaWi	The Special Educational Needs and Disability team conducts regular classroom drop-ins to monitor the implementation and provide just-in-time support. The SENCo compiles a short-term review at the end of the Summer Term, presenting anecdotal evidence and data on the impact of visual supports on target pupils.
<b>MEDIUM TERM</b>			
<b>Embed the accessibility wheel in medium term planning</b> across the entire school in an effort improve access to the curriculum, the physical school environment, and crucial information, which ultimately improves academic performance and overall well-being for all students		SaWi	Curriculum planning: All medium-term and short-term plans that include a technological aspect to the lesson should include evidence of the strategies suggested on the accessibility wheel. Adjustments for pupils with specific needs, should be noted in the medium term plan.
<b>LONG TERM</b>			
<b>Ensure all school-purchased educational technology and digital learning platforms meet recognised accessibility standards</b> and that staff are fully trained to use their accessibility features to adapt content.		BeHi	Newly purchased digital resources meet the required accessibility standards and this is recorded. All teaching staff and TAs complete CPD on utilising accessibility features of common school software and hardware (e.g., text-to-speech, keyboard navigation, screen magnification).



**AIM: IMPROVE THE DELIVERY OF INFORMATION TO PUPILS WITH A DISABILITY**

OBJECTIVES	COMPLETION DATE	SLT LEAD	SUCCESS CRITERIA
<b>SHORT TERM</b>			
<b>To implement multiple ways of presenting learning and resources to children</b> , including auditory input, visual and kinaesthetic, with the objective of increasing accessibility to core curriculum materials.		Head of Learning Support	Use of presenting styles evident during observations
<b>MEDIUM TERM</b>			
<b>Review provision</b> for any new children, staff or parents who may be visually or hearing impaired.	As and when needed	Head of Learning Support	School makes reasonable adjustments to help accommodate children and parents with SEND.
<b>LONG TERM</b>			
<b>To integrate a school-wide assistive technology wheel to support SEND learners.</b> This initiative will educate all learners on how to effectively use and recommend tools such as text-to-speech software, dictation and graphic organisers. The centralised accessibility wheel will support staff.		LyTh	To ensure that teachers feel proficient in using at least three different assistive technology tools to support SEND children.

**AIM: TO IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT**

OBJECTIVES	COMPLETION DATE	SLT LEAD	SUCCESS CRITERIA
<b>SHORT TERM</b>			
Procure additional equipment to support pupils, for example an updated Nessy	July 2026	Head of Learning Support	Equipment purchased
<b>MEDIUM TERM</b>			
Identify and develop additional Learning Support space	July 2027	Head of Learning Support	Recommendation submitted to Head
<b>LONG TERM</b>			
Investigate the use of and installations of portable hearing loops	December 2025	PaWi, Head of Learning Support	Recommendation submitted to Head
Carry out physical audits of the school with any staff who have disabilities parents and pupils in mind, to improve access.	July 2027 and July 2028	School Health & Safety Lead	Report submitted to Head