The 3-18 Education Trust

Thomas Adams Accessibility Plan

'Every individual is in a great school.'

Approved: **Summer Term 2025**
Review: **Summer Term 2028**

www.3-18education.co.uk

Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
101 Longden Road
Shrewsbury
SY3 9PS

Company Number: 08064698

Plan Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this plan on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010. The Key SEND trust lead
Date of Plan	Summer Term 2025
Review Period	3 years
Date of Next Review	Summer Term 2028

This plan is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. In this plan, Section 1 refers to the purpose and scope of the plan, along with our values.

Section 2: Refers to the detail of how the plan is implemented at Thomas Adams School. Given the accessibility plan is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

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Section 1:

Purpose, aims and scope of the Accessibility Plan

1.1. Schools and Academy Trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.

1.2. The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

1.3. The Accessibility Plan outlines the aims of the schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
- Improve the availability of accessible information to pupils with disabilities.

1.4. The Trust also aims to inform staff, governors, and parents/carers about the previous and ongoing efforts to make the schools and their curriculum accessible for all students, enabling their participation in the school curriculum. When new students enrol who have needs relevant to this plan, their requirements will be assessed in accordance with this plan.

1.5. The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.6. The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupils with medical conditions, SEND and the school development plan.

2. Trust principles and values

2.1. The Trusts mission is that every individual is in a great school and the vision for the students is that they leave accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

2.2. The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)

2.3. The Trust aims to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking

positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

3. Definition of Disability

3.1. A person has a disability 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 carry out normal day-to-day activities.

3.2. 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’.

Accessibility Audit and Actions Document

The Accessibility Audit and Actions Document relates to the physical, learning and information accessibility of the School, which remains the responsibility of the governing committee. It may not be feasible to undertake all of the works identified during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Process:

The Accessibility Audit and Actions document will be completed by relevant staff and shared with the local governing committee. This document will inform the school-specific plan within the Accessibility Policy

The Accessibility Policy and Plan will then be published on the school website.

The Accessibility Plan will be monitored through the Local Governing Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by key staff including:

- **The Governing Committee**
- **Head Teacher**
- **SENDCO**
- **Business Manager**

A plan of the school buildings is kept in the school office with this plan.

Written by: ********** (Headteacher) and Senior Leadership Team.
Date: September 2025
Review Date: September 2026

Physical access audit and plan					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures to alert all students?				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				
5	Do furniture layouts allow easy movement for studen ts with disabil ities?				
6	Are quiet rooms/calming rooms available to children who need this facility?				
7	Are car parking spaces reserved				

	for disabled people near the main entrance?				
8	Are there any barriers to easy movement around the site and to the main entrance?				
9	Are steps needed for access to the main entrance?				
10	Do all steps have contrasting edging?				
11	If there are steps, is a ramp provided to access the main entrance?				

Item	Issue	Yes	No	N/A	Action
12	Is there a continuous handrail on each ramp and stair flight and landing.				
13	Is it possible for a wheelchair user to get through the principal door unaided?				
14	If no, is an alternative wheelchair accessible entrance provided?				
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?				
16	Do all internal doors allow a wheelchair user to get through unaided?				
17	Do all the corridors have a clear, unobstructed width of 1.2m?				
18	Does each				

	corridor/block/building have a wheelchair accessible toilet?				
19	Does the relevant block have accessible changing rooms?				
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?				
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?				
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
22	Is there a continuous handrail on each internal stair flight?				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.				
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				

28	Is a hearing induction loop available (either fixed or portable) in the school?				

Learning access and audit					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with physical disabilities if required?				
3	Do all staff seek to remove all barriers to learning and participation?				
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?				

5	Have staff had suitable training on adaptive teaching strategies underpinned by evidence such as The EEF?				
5	Are all children and young people encouraged to take part in music, drama and physical activities?				
6	Do staff provide alternative ways of giving access to young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
8	Are all staff encouraged to recognise and allow for the additional time required by some students				

	with disabilities to use equipment in practical work?				
9	Do you provide access to appropriate technology for those with disabilities?				

Information access and audit plan					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?				
2	Do you have the facilities such as ICT to produce written information in different formats?				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				

4	Do you have ways of easily translating text into other languages?				

Section 2: School Specific

Physical Assessment of premises

Implementation responsibility

Accessibility at The Thomas Adams School				
Target	**How is this achieved and actions**	**Time scale for actions**	**Lead**	**Success criteria**
Aim 1: Increasing access to the curriculum for pupils with disabilities				
Liaise with Primary feeder school to review potential intake each year	• Information gathering sheets sent to all feeder schools • Sheets reviewed • SENDCOs contacted • Identify students who may require additional support	Spring/ summer each year	Assistant Headteacher (Special Needs), Primary Liaison Officer	• Procedures, resources and staff in place for September • Additional needs are identified and relevant support in place
Teachers adapt the curriculum to support the children's individual needs	• Ensure all staff are aware of their responsibility to provide high 'quality first' teaching, including appropriate differentiation and planning for a variety of learning styles • Teaching and Learning is a regular part of staff training • Hints and tips for students shared and reviewed regularly on student support plans • Consultation with specialist sports advisor regarding inclusive PE lessons for students with physical disabilities	Ongoing	Headteacher, Senior Leadership Team (SLT), Assistant Headteacher (Special Needs), Teachers, TAs	• All students access the broad and balanced curriculum and make good progress relative to their starting points. • Students with additional needs are supported to access the whole curriculum and make expected progress. • Students with significant physical disabilities able to access a full range of physical activities in PE lessons

Learning Support / Interventions	• Pupils are assessed using baseline testing NGRT, NGST, CATS, Maths assessment • Pupils who require significant additional support for English and Maths are highlighted, parents contacted and disapplied from MFL Teachers, after following 'Quality First Teaching' and graduated approach, identify students who may need some additional interventions • Performance management focus on the teaching standards which require teaching staff to be planning for individual needs	Autumn Term Year 7 / Ongoing	KS2 data, English Department, Assistant Headteacher (Special Needs), SLT, Head of MFL, Maths Mentor, English Mentor, TA support	• Students are able to work on improving their literacy and numeracy to support in all subject areas across the curriculum • Students of all abilities able to access the curriculum in full
Referral to external agencies	• Referral to SEND department – Student Support and external agencies for additional support i.e. Speech and Language, Educational Psychologist, Hearing Impairment Team, ASD advisory	Ongoing	Subject teachers, Student Support, Assistant	• Students' needs are met and all students are able to access the curriculum

	teacher and adoption of their suggestions.		Principal for Student Welfare Assistant Headteacher (Special Needs)	
Rigorous monitoring of all assessment data – including SEND	• Regular data analysis including analysis of the attainment and progress of different 'groups' within the school to ensure that all are making the expected progress and there are no barriers to learning	Ongoing	Teachers, SLT, Head of Department, Assistant Headteacher (Special Needs)	• Progress is made towards targets
Updated staff training on medical needs where needed	• Liaise with medical professionals to ensure that all staff are trained to administer emergency medication if required • Care plans produced for individual students with medical needs	Ongoing	Deputy Headteacher (Behaviour & Personal Development)	• Students' medical needs are met
Ensure all out-of-school Activities allow for the participation of all students	• All out-of-school activities, including off-site trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements • Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them	Ongoing	Class teachers, Educational Visits Coordinator	• All students are included in extra-curricular activities which help to develop confidence, social skills and resilience
Ensure students (and staff) with hearing impairments have access to the curriculum	• Speech reinforced with visual back-up print, pictures, concrete materials • Consideration of rooming for students with more profound hearing loss • Liaise with Sensory Inclusion Service	Ongoing	Class teachers, Assistant Headteacher (Special Needs)	• Students can clearly hear what is being said in the classrooms and the hall
To ensure students (and staff with visual impairments (VI) have access to the curriculum	• Staff informed of students with a VI and provided with in class suggestions on how to support the students. (student support plans) • Sensory Inclusion Service will regularly provide assessments on the pupils and feedback any changes to the needs of the	Ongoing	Class teachers, Assistant Headteacher (Special Needs)	• Students' needs are met and are able to access the curriculum

	students			
To continue to explore the use of new technologies to support students with SEND in accessing their learning.	• To investigate with teachers, parents, students, and specialists the value and potential of new technologies (including iPad, exam pens) to support students with SEND in accessing their learning.	Ongoing	Class teachers, Heads of Departments, Assistant Headteacher (Special Needs)	• Students are able to access the curriculum and develop some independence skills through the use of assistive technology
Aim 2: Improve and maintain access to the physical environment				
Ensure access to all physical areas of the school	• Meet students with physical disabilities and their parents prior to arrival at school to ascertain needs and how they may be met • Assess and install practical and affordable solutions, recognising building limitations	Ongoing	Business Manager, Site Manager, Assistant Headteacher (Special Needs)	• Students are able to access the entire site
Aim 3: Improve the availability of accessible information to pupils with disabilities[				
To differentiate work to ensure all students are able to progress in their learning.	• Focus on school development plan for all departments to improve / adapt resources to allow for differentiation and personalisation of students work.	Ongoing	SLT, HoDs, class teachers, Assistant Headteacher (Special Needs), TAs	• Pupils' needs are being met throughout differentiated materials.
To provide appropriate CPD for staff teaching on a range of SEND needs of students such as VI, Selective Mutism.	• CPD provided for staff such as Selective Mutism, Autism	Ongoing	Assistant Headteacher (Special Needs), class teachers	• Information on how to support individual students is a part of the CPD process.