

Equality and Accessibility Policy



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Approved by:	Approved date:

Equality and Accessibility Policy

Ss John Fisher & Thomas More RC High School

1. Policy Statement

Ss John Fisher & Thomas More RC High School is dedicated to fostering an inclusive community where equality of opportunity, accessibility, and respect are fundamental. Rooted in our Catholic ethos and guided by our motto *Fides · Labore · Caritas – Faith, Work, Love*, we are committed to ensuring every individual is valued and supported. In line with the Equality Act 2010 and the Public Sector Equality Duty (PSED), we work actively to eliminate discrimination and harassment, promote equality of opportunity, and foster positive relationships across all protected characteristics. Accessibility, both physical and educational, is an essential part of this commitment.

2. Our Ethos and Mission

Our school community is shaped by faith, work, and love. We place faith in Jesus Christ at the heart of our school life, embracing gospel values such as forgiveness and compassion. We encourage hard work and resilience, celebrating effort and achievement. Above all, we nurture a culture of kindness and belonging where every member feels welcomed and respected. Recognising each person's unique talents and dignity, we strive to create a supportive environment free from prejudice and barriers.

3. Legal Framework and Scope

This policy complies with the Equality Act 2010, the Human Rights Act 1998, and the Children Act 2004. It applies to all aspects of school life, including teaching, learning, behaviour, recruitment, and community relations. We acknowledge our legal duty to address both direct and indirect discrimination and to promote positive equality outcomes for all members of the school community, particularly those with protected characteristics or additional needs.

4. Policy Aims and Objectives

Our Equality and Accessibility Policy ensures that equality and inclusion are central to all policies and practice. We aim to remove barriers that may hinder individuals from achieving their full potential, to foster a safe and welcoming environment, and to maintain high expectations for all pupils. We have identified key objectives for the coming years, including closing attainment gaps, increasing representation of under-represented groups in leadership roles, improving perceptions of equality

through regular surveys, and ensuring all staff receive ongoing training on diversity and inclusion.

5. Monitoring, Review, and Responsibilities

The policy is reviewed every three years or sooner if necessary, with regular monitoring carried out by the SENCO and oversight by the Pupil Welfare Committee. The Governing Board ensures compliance with equality legislation and monitors the implementation of this policy. The Headteacher and Senior Leadership Team provide leadership and coordinate activities related to equality and accessibility, while all staff share responsibility for promoting inclusion, addressing discrimination, and embedding the values of this policy throughout their work.

6. Accessibility and Inclusion in Practice

We strive to make our curriculum, school environment, and communications accessible to all pupils, including those with disabilities and special educational needs. Our Accessibility Plan details how we adapt teaching methods, improve physical access, and provide information in various formats to meet diverse needs. Our school uniform is gender neutral, reflecting our commitment to inclusivity and respect for individual identity.

Action plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long term objectives	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The school offers a board and balanced curriculum for all pupils which is adapted for pupils who require additional support.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include enlarged text, subtitles on videos, visualiser, CPen readers, coloured overlays, tablets/laptops, radio microphone etc.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>To complete curriculum audit of range of accessible resources for disabled pupils.</p> <p>Use existing data to identify difficulties experienced by pupils with SEN/disabilities.</p> <p>Provide individual or group support to pupils to improve numeracy and literacy skills</p>	<p>Curriculum reviewed</p> <p>Quality assurance of subject's curriculum and its implementation through learning walks, book scurinties and pupil voice.</p> <p>Data drops and analysing of data.</p> <p>PLP review days and EHCP annual reviews.</p> <p>After school sessions arranged for targeted pupils</p>	<p>JWO/Subject leaders</p> <p>Subject leaders, teachers, SENCO and TAs</p> <p>Teachers, SENCO and TAs ATH, SENCO and teachers</p> <p>SENCO and teachers</p> <p>SENCO, teachers and TAs</p>	<p>Improved knowledge and awareness of staff</p> <p>Seamless provision for SEN/disabled pupils.</p> <p>Raised achievement for pupils</p> <p>Improvement in levels of achievement</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Training to be provided for SEN and pastoral staff on safe moving and assisting of pupils with a physical disability.</p> <p>All areas of the school site to be accessible to all without the need to go outside.</p>	<p>Training course to be arranged</p> <p>Additional internal ramps and lift to be installed as part of expansion project.</p>	<p>SBM</p> <p>SBM/ architects</p>	<p>Knowledge and practical ability of all SEN and pastoral staff in the safe ways to assist movement of pupils with a disability around school.</p> <p>The need to go outside of the building to access areas of the school is completely removed.</p>

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Radio microphone • Visualisers • Subtitles on video clips • Pictorial or symbolic representations • Tablets such as I-pads • Making parents aware of alternative formats in receiving information, should this be requested • Modifying resources for pupils according to need • Laptops • Coloured overlays • CPen readers for Dyslexia 	<p>Internal signage to be improved</p> <p>Software purchased to help students understand complex texts by simplifying and rephrasing them in a way that is easier to comprehend</p> <p>TA to be trained to deliver sign language</p>	<p>Investigate types of signage required.</p> <p>Source and exhibit signage.</p> <p>Purchase relevant software such as 'rewordify' TA beginning CPD</p>	<p>SENCo/SBM ATH,THoo RBow,JF</p>	<p>Signage displayed in school is accessible by all.</p> <p>Barriers to learning associated with the delivery of written information are mitigated.</p> <p>Some students use ICT to support learning.</p> <p>Barriers to language within the classroom are removed</p>

7. Integration with Other Policies

This Equality and Accessibility Policy works alongside related policies such as Risk Assessment, Health and Safety, SEND, Behaviour, Anti-Bullying, and Safeguarding. Together, these form a cohesive framework to support the wellbeing, development, and rights of every member of our school community.