



# St Catherine's Catholic Primary School



'Let your Light Shine'

## Accessibility plan 2021-2024

Date reviewed: 26-01-2023

Date ratified by the Governing Board: 28-02-2023



# Accessibility plan 2021-2024

## Introduction

This plan identifies the on-going actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines.

- increase the extent to which disabled pupils can participate in the curriculum.
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## Vision and values

At St Catherine's we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide. We recognise the individual needs of all students and aim to maximise everyone's potential. All staff share these responsibilities and our Head teacher has the responsibility for inclusion.

## Information

The additional need of our SEND pupils vary and can include difficulties such as speech and language, specific learning difficulties like dyslexia, motor coordination difficulties, ASD, emotional and mental health difficulties and medical needs.

## Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. The following good practice is in place at St Catherine's:

- quality first teaching and good SEN support from trained teaching assistants.
- the use of tracking systems and data analysis
- established procedures for the identification and support of pupils with Special Educational Needs
- detailed pupil information given to all relevant staff in order to support pupils
- regular home school liaison
- differentiated curriculum to enable all pupils to feel secure and make good progress



- teaching assistants, including our Special Educational Needs Teaching Assistant are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy
- special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the LA
- strong links with outside agencies
- teaching includes a range of techniques to support different learning styles
- all pupils are encouraged to take part in the full curriculum
- staff consider needs of disabled pupils when planning educational visits and check accessibility of all venues.

### **Physical Environment**

The school has a ramp for physical access up to the Early Years areas. There is wheelchair access through all other doors into the building except individual external classroom doors. There is a disabled toilet situated just off the main corridor and another next to the PE changing facilities. Fire and wheelchair friendly doors are installed throughout the main corridor and into the classrooms.

The following good practice is in place at St Catherine's:

- emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are on the playgrounds. We will review the need for a visual alarm if the need arises.
- personal evacuation plans are in place for identified children with disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.
- consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- regular evaluation of the school site for accessibility by the SLT and governors responsible for finance and premises.

### **Information**

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school. The following good practice is in place at St Catherine's:

- translators are brought in when required to ensure that all parents/carers have good access to information.
- a mobile texting service is provided to support good communication between home and school.
- information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- teachers are available at the end of the day to talk to parents if required.



## Management and Implementation

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and is reviewed when pupils with additional specific needs enrol at our school. The evidence used to aid reviews of the plan will include:

- SEN register
- monitoring feedback re the provision for the children
- data tracking
- attendance data
- IEP/statement reviews
- external agency reports and input
- government and LA policies and initiatives
- building inspection reports

## Publication of the plan

The plan will be available on request from the school and published on the school website.

Term	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short	Availability of written material in alternative formats	The school makes itself aware of the services available through the LA for converting written information into alternative formats.	If needed, the school can provide written information in alternative formats.	Summer 2022- ongoing	Delivery of information to disabled pupils/parents improved.
Medium	To include accessibility planning in appropriate section of the 3 years School Improvement Plan where appropriate	Use internal audit of site re accessibility. To link this audit with LA audit of accessibility (including playground inspection).	School begins to dovetail accessibility planning into existing plans	From Autumn 2021	Accessibility planning continues to be an integral feature of school's planning.



Long	To ensure all relevant policy statements reflect inclusion for all pupils.	Curriculum coordinators to review policy statement in the light of the new curriculum.	Evidence of equality of access to the curriculum for pupils with a disability.	Summer term 2023	New National Curriculum access for all.
Medium	To further support pupils with special educational needs.	To liaise with external services and agencies; speech and language, CYPS, SENTASS, Educational Psychology Service.	Curriculum continues to be accessible to all pupils.	On-going from Autumn term 2021.	Curriculum access for all.
Medium	To audit resources across the school which help to support pupils with SEN.	Purchase of specialist resources or equipment; wobble seats, pencil grips, coloured overlays etc.	Curriculum continues to be accessible to all pupils.	On-going from Autumn term 2021.	Curriculum access for all.
Medium	To ensure classroom environments are suitable for SEND learners.	Audit for staff. Learning walk to evaluate environments. Create mini action plans for individual classrooms.	Pupils have 'quiet places' in their classrooms.	Spring 2023 Time frame i.e. 2 weeks for improvements to be made.	Calm clutter free classrooms which support our pupils with additional needs.
Long	To ensure pupils with additional needs have equal access to the Forest School area.	SMT visit the area and draw up and action plan.	SEND pupils will have safe access to the Forest School area.	Autumn 2023	Evidence of equal involvement of disabled.
Long	To ensure equal access to the building for pupils/site users with specific	Act upon any findings from Health & Safety Inspection relating to access to exit from building.	Pupils and other site users have safe access to/from the school building.	On-going from Autumn 2021	Evidence of equal involvement of disabled.



	physical needs.				
Long	To have a school building in place which meets needs of all those associated with site.	To capitalise on funding streaming and available grants for planning for school site and building.	Quality of provision will continue to improve for all pupils.	Ongoing	To have a school building in place which meets needs of all those associated with site.