



St. Mary & St. Andrew's Catholic Primary School

Accessibility Planning for 2023-2026. This plan promotes the values in our Equality Policy.

It is shared and evaluated at least annually with staff and the governing body. Last shared and evaluated January 2023. Targets are set every four years or more often as required.

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and to written information so that all pupils and staff with a disability can take full advantage of their education and associated opportunities. We also consider where possible the needs for accessibility of families and the wider community.

Definition of disability

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.

Key Aims

To increase and eventually ensure for pupils with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010.
- Our setting:
 - recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability,
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents’ and child’s right to confidentiality.
 - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increased access to our buildings / environment				
Action	Timescale / resources	Responsibility	Indications of success	Comments
Hopeful successful bid for building work to include a new entrance to school.	Outside contractors 2023	Mrs Roach Outside contractors All staff	A secure entrance will ensure that our children and staff are safer. All new building entrances will include access for those with disabilities.	
School is access friendly in all areas, ramps and wider openings in all areas. All classrooms are ground level.				

Increased access to the curriculum

Action	Timescale / resources	Responsibility	Indications of success	Comments
New classroom furniture and resources	Spring 2023	All staff	Outdated and unsuitable items removed. Resources better organised and easier to locate and now used to support learning. Classroom resources easily accessible for all children.	.

Action	Timescale / resources	Responsibility	Indications of success	Comment
New coat hooks to be provided.	Spring 2023	Mrs Roach Class teachers	Children will have more space to safely store their coats during the school day.	
Provide a bespoke and differentiated curriculum for all learners (Training for all teachers and HLTAs on curriculum development)	Summer 2023 Reviewed each year.	Mrs Roach Mrs Jones All subject leaders	Curriculum will engage all learners and progress will be made. Our curriculum will be: Inclusive – diverse – aspirational and promote a positive growth mindset so that everyone will achieve a successful and bright future.	New curriculum designed for each subject.
Liaise with outside agents for professional support for children with SEND	ongoing	Mrs Jones	Advice sought will have positive impact on staff knowledge/understanding and pupil outcomes will be improved. Annual reviews will be arranged, with all agencies involved with the child invited.	We continue to work with a number of agencies to support our SEND children.
SNAP Assessment Tool to be purchased to identify specific learning and behavioural needs of children with SEND	2023 and ongoing	Mrs Jones	Assessments will identify specific learning and behavioural needs for children. From this, interventions and support will be carefully planned to support the needs identified. Parents, teachers and pupils all contribute to the assessments.	

			IEPs will be specific and need focused to ensure maximum impact.	
PIVATS 5 PSED (Personal, Social, Emotional Development will be used to effectively support pupils with additional needs in these areas including Mental Health (MH)	Training in 2023	Mrs Jones Mrs Sarah Roach Cascade to staff Purchase resources as needed	Planning and assessment for children with additional needs in SEMH (Social, Emotional and Mental Health) will be robust and embedded into classroom practise.	Review

Increase access to information				
Action	Timescale / resources	Responsibility	Indications of success	Comments
Sharing news with families via Twitter and website and weekly newsletter	Ongoing	Mrs Roach All staff – update for new staff	Parental engagement will increase	Ongoing
Re-design of school website	2023	Mrs Roach Mrs Matthews All teaching staff	Our website will have all information on curriculum and each aspect of school life. Parents will be able to access all information in a 'one stop' place. The website will be regularly updated to show school life.	Ongoing
Email – designated email from Staff to parents to deal quickly with curricular matters.	Ongoing	All teachers Mrs Roach to send weekly email instead of monthly newsletter	Enables families to feedback their children's learning quickly and with images.	
Limit and streamline displays with neutral backing in line with soothing learning environments. Enable each class to have a 'working wall' to promote current learning in maths and English. Enable children to develop independence by accessing learning prompts effectively e.g. phonics' phases.	Ongoing	All staff – update new staff	Children can find information more easily. Classrooms are clear with less distractions on the walls. Display boards replaced / upgraded as needed including dry whiteboards. Now easier to use and access. Signs for accessibility are easier to see e.g. Exits	Ongoing review of learning environments and impact to maximise learning opportunities for all. Vocabulary rich environments.

Links with other policies This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety policy
- Single Equalities Policy
- Behaviour Policy
- School Development Plan
- Special Educational Needs (SEN) Information Report
- Supporting pupils with medical conditions policy