



St. Mary's RC Primary School

Accessibility Plan (draft)

Date policy last reviewed: March 2022

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery of information, which is provided in writing for pupils who are not disabled, to disabled pupils

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The school will address the priorities in the plan in the actions described.

Date: March 2022

Date of Next Review: March 2023

To increase access to the curriculum for children with SEND.

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
Identify realistic targets for individual pupils, which reflect their needs and the school's high expectations.	Whole school moderation of SEND pupils to identify and agree what is expected progress for SEND pupils. Implement and review it	SENDCo Assessment Lead Class Teachers	Autumn term	Pupils with SEND make at least expected progress from their starting points.	
To enable all pupils, including those with SEND to make maximum progress possible.	Write a provision map for all pupils receiving intervention, including those with SEND. Write, implement and review IPPs for all SEND pupils. Review the progress of pupils receiving intervention at least termly.	Class Teacher SENDCo Assessment Lead Head Teacher	Autumn term Spring term Summer term	Pupils with SEND make expected progress from their starting points.	
Individual pupils with social and emotional needs have improved social skills, emotional resilience and behaviour	Provide a range of support for target children that help them effectively address social, emotional and behaviour issues	SENDCo ELSA trained staff	Autumn term Spring term Summer term	Target pupils improve their social skills, emotional resilience and behaviour. This has a positive impact on learning outcomes.	
Extend staff knowledge, understanding and skills required to meet the sensory needs of pupils in school.	Staff training on Sensory Processing. Purchase resources to carry out Sensory Circuits. Implement and review the programmes.	SENDCo Teachers Specialist Teacher from Holly Grove	Autumn term	Feedback from class teachers, pupils and parents highlights a decrease in behaviours and an increase in the pupils' ability to engage with their learning.	
Arrangements are made for pupils with VI and HI to use the appropriate equipment and resources which enable them to access the curriculum.	Purchase the required software/equipment/resources as needed. Liaise with the relevant professionals to obtain any support necessary. Train relevant staff to use the resources.	SENDCo Class Teacher ICT Technician	As appropriate, when we receive a VI or HI pupil into school	Pupils with VI or HI access the curriculum and make progress.	

To increase physical access for children/adults with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
To improve pupil behaviour and enhance learning.	Provide staff training for lunchtime welfare staff with particular regard to the behaviour policy and practice at lunchtimes. Part of this training will include specific strategies e.g. social stories, visual timetables and individual behaviour plans for managing the behaviour of target pupils.	Head Teacher SENDCo Learning Mentor	Spring term	Improved Behaviour Reduction in lunchtime incidents. Enhanced Learning	
Pupils with SEND, including physical difficulties, have increased access to activities and games at breaks and lunchtimes.	FUNDA staff to co-ordinate physical activities at break times and lunch times.	SENDCo Learning Mentor	Autumn term	All pupils, including those with SEND, access adult led activities and games at breaks and lunchtimes.	
Part of the school is wheelchair friendly. To increase and improve the physical accessibility of the rest of the school.	Identify visitors who may require wheelchair access prior to events such as concerts etc. to enable access to be effectively managed.	Head Teacher SENDCo Site Supervisor Bursar	Throughout the year	The physical accessibility and the safety of pupils, parents and visitors on the school site are improved.	

To increase access to information for children/adults with SEND

Target	Action	Key Person	Timescale	Success Criteria	Evaluation
Extend use of Social Stories to support more pupils with social communication difficulties.	Meet with Holly Grove Specialist teacher to identify, agree and implement strategies to use to support pupils in school. Make the social stories books and use with pupils. Share with parents the benefits of using social stories.	SENDCo Teachers TAs ELSA trained staff Holly Grove Specialist Teacher	Throughout the year	Pupils with social communication difficulties develop a greater understanding of social situations in preparation for adult life.	
To provide structure to the day for pupils with SEND to ensure smooth transition from one activity to another.	Use visual timetables. Ensure parents and staff are aware of these.	SENDCo Teachers, TAs & welfare staff Parents	Throughout the year	Pupils access learning because visual timetables ensure that there is structure to the day and transition is smooth.	
For pupils to have ownership of their own learning when appropriate.	When appropriate, pupils are involved in writing and reviewing their IPP targets.	Pupil Parent Class Teacher SENDCo	Throughout the year	Pupils are engaged in and have ownership of the IPP process.	
Through good two way communication, parents/carers are well informed about their child's progress and attainment.	Implement and use a 'home-school' diary which is shared between school and home on a daily basis.	SENDCo Class Teachers TAs	Throughout the year	Communication with parents is good. All parents/carers of pupils with SEND have regular information shared with them.	
Improved communication between school and home to ensure smooth admissions into school and transitions to high school.	Support parents to complete forms when applying for a school place and transition to high school.	SENDCo Office Staff	By the deadline for applying for a Reception place in school and a high school place for Y6.	Parents feel supported when forms need completing. Forms are completed by the deadline. Smooth transitions in place.	
Improved communication between school and home.	Identify which parents have a barrier to communication e.g. HI, VI and EAL and which approach supports them with regards to both verbal and written communication. Inform all staff of these needs.	All staff	Throughout the year	Communication is appropriate and effective for all parents.	

