

# St. Francis' and St Michael's Catholic Primary Schools



## Accessibility Plan June 2024

Approved by Governors: June 2024

Review date: June 2027

# St Francis' and St Michael's Catholic Primary School Accessibility Plan: Summer 2024 - Summer 2027

## 1. Aims

This Accessibility Policy and Plan are created in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Francis' and St Michael's Catholic Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Physical Environment

Aim 1: Improve access to the <b>physical environment</b> of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.					
Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To continue to maintain physical environment of school in order to maintain accessibility for all pupils	<ul style="list-style-type: none"> <li>Identify needs of new in-take and make reasonable adjustments to the physical environment</li> <li>Assess needs of pupil and plan for smooth transition</li> <li>Plan classroom accordingly</li> <li>Involve external agencies as necessary to support with transition and any specialist equipment</li> <li>Maintain good working order of all disabled toilets and facilities</li> </ul> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>Maintain good up-keep of all areas to allow easy access</li> <li>Pupil questionnaire - Seek pupil views through pupil voice on improving play areas</li> <li>Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes</li> </ul>	<ul style="list-style-type: none"> <li>The environment is suitable for disabled children entering school</li> <li>Classroom environment is accessible and meeting the needs of pupils wherever possible</li> </ul>	HT SBM Governors SENCo Site team All staff	On-going	
To ensure classroom environments meet the needs of pupils.	<ul style="list-style-type: none"> <li>Environment monitoring to take place on a regular basis.</li> <li>Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc.</li> </ul>	<ul style="list-style-type: none"> <li>Access to the curriculum improved through the use of good quality resources, interventions and adaptations</li> </ul>	HT SENCo All staff	On-going	

	<ul style="list-style-type: none"> <li>Needs of the child to be carefully thought through and classrooms adapted accordingly</li> <li>Seek views of children</li> </ul>				
<p>To develop the classroom environment for children who are in need of a sensory based curriculum environment (<b>The Nest, calm room</b>) so that the learning environment is safe and suitable.</p>	<ul style="list-style-type: none"> <li>To develop a bespoke curriculum for pre-formal learners that provides progressions, opportunities to achieve their EHCP/SEND Support plan targets and that provides increased sensory opportunities</li> <li>To develop a purposeful area to meet the sensory needs of social partners children</li> <li>Ensure the space is gated off to keep children safe</li> <li>Invest in new equipment for the children</li> <li>to provide access to a designated quiet, calm space where individuals can recover and feel safe when they are distressed, overwhelmed or dysregulated.</li> <li>The calm room is designed and furnished to provide an area of low stimulus and provide mindfulness and destressing activities.</li> </ul>	<ul style="list-style-type: none"> <li>The children in The Nest will stay safe during unstructured times and play outside</li> <li>Children are happy and enjoy play times</li> <li>Children learn to use tools to help understand their behaviour and refocus.</li> <li>Children develop skills that they can use outside of school to benefit their wellbeing; self-awareness resilience and self-care</li> </ul>	SENCo HT/SLT Class Teachers	On-going	
<p>To continue to develop the playground facilities for all children</p>	<ul style="list-style-type: none"> <li>Look for funding opportunities</li> <li>Involve opportunities for pupil voice</li> <li>Regular checks and maintenance</li> <li>Site manager to report any problems</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive child-friendly play areas.</li> <li>Wheelchair access maintained</li> </ul>	HT/SLT SENCO	On-going	

		around the school grounds			
<p>To ensure path ways are appropriate for wheelchair access.</p> <p>To provide a wider range of play resources for lunchtimes to support a range of different play types and ensure all children have the same opportunities to them</p>	<ul style="list-style-type: none"> <li>Invest in new resources which promote play opportunities</li> <li>Outdoor Play and Learning to support with the school's venture of changing the opportunities we provide children</li> </ul>	<ul style="list-style-type: none"> <li>All children will enjoy their playtimes by engaging in a wide range of play opportunities</li> <li>Resources are used and are accessible for all</li> </ul>	SBM HT/SLT Site Supervisor	On-going	

**Aim 2:**  
To increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of special **aids and equipment**, which may assist these pupils in accessing the curriculum.

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To comply with the Equality Act 2010.	<ul style="list-style-type: none"> <li>Review all statutory policies to ensure that they reflect inclusive practice and procedure</li> </ul>	<ul style="list-style-type: none"> <li>All policies clearly reflect inclusive practice and procedure</li> </ul>	HT Subject leaders Governors	On-going	
To identify pupils who may need additional provision to ensure	<ul style="list-style-type: none"> <li>Liaise with pre-school providers to review potential intake</li> </ul>	<ul style="list-style-type: none"> <li>Procedures, resources/equipment and</li> </ul>	HT SENCo Phase Leader	On-going Autumn term and Summer	

smooth transition.	<ul style="list-style-type: none"> <li>● Liaise with SENCo's to ensure clear transfer of records/information</li> <li>● Arrange multi-agency meetings where necessary to ensure the provision is suitable</li> <li>● Observe the child in their setting prior to attending out school if possible</li> <li>● Any changes in pupil's needs identified within SENCo progress meetings – termly and SEND support plan to reflect any needs identified</li> <li>● Meeting arranged with parents – information sharing/needs of the child- at least termly</li> </ul>	<p>strategies in place</p> <ul style="list-style-type: none"> <li>● Parents are kept informed of provision and consulted</li> </ul>	Class Teacher	Transition period will be the main focus time	
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and SEND support plan)	<ul style="list-style-type: none"> <li>● Transition meetings in the summer term</li> <li>● Transfer of records / meetings with teachers and relevant staff</li> <li>● SEND Folders up-dated and to include all relevant documents/info. shared</li> <li>● Create and up-date provision maps showing the overview for each year group and individual pupil's need</li> </ul>	<ul style="list-style-type: none"> <li>● All staff are clear about their responsibilities in meeting pupil's needs</li> <li>● SEND Support Plans identified and on provision maps and/or SEND Support Plans where needed</li> </ul>	SENCo All staff	Termly and On-going	
To access agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum through the use of specialised equipment and	<ul style="list-style-type: none"> <li>● Referral/consult to specialist support teachers, Psychology Services, Health Team, SALT etc. for additional support and advice where needed</li> <li>● Consult regularly with parents for information sharing and discussion on targets/needs</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils needs being met</li> <li>● Advice, strategies and targets given by outside agency support taken on board and</li> </ul>	SENCo All staff working with pupils with additional needs	On-going  Termly meetings SENCo with external agencies that have on-going involvement	

resources following advice and support from outside agencies	<ul style="list-style-type: none"> <li>● ASD needs met through access to specialised support and resources –regular support for identified children</li> <li>● OT and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment</li> </ul>	<p>making a difference to pupils and school in ensuring needs are met</p> <ul style="list-style-type: none"> <li>● Staff feeling supported in meeting the needs of all pupils</li> <li>● Range of equipment integrated into practice</li> <li>● Parents feeling confident about the provision</li> </ul>			
To review the attainment of pupils with SEND regularly through whole school tracking systems.	<ul style="list-style-type: none"> <li>● Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP</li> <li>● Attainment of SEND children over the year to be analysed termly and through SEND review meetings</li> <li>● Track small steps of progress using Evidence for Learning</li> <li>● SEND Support Plan to reflect needs of pupils based on progress made</li> </ul>	<ul style="list-style-type: none"> <li>● Clear targets in place for progress at mid-points including EYFS, KS1, LKS2 and Upper KS2</li> <li>● Analysis shows that expected progress has been made by all pupils</li> <li>● Progress towards the SEND Support targets has been achieved.</li> </ul>	HT SENCo	On-going Termly Reviews	

		<ul style="list-style-type: none"> <li>Provision has been reviewed and amended based on needs of pupils</li> </ul>			
<p>To ensure parents are fully involved in the EHCP review process and understand how to support their child at home. To ensure that pupils are involved in their SEND Support targets and EHCP meetings (where appropriate).</p>	<ul style="list-style-type: none"> <li>Termly meetings for SEND Support reviews/discussion on progress</li> <li>Discussion on targets and parent views considered</li> <li>Targets to be clearly identified on SEND Support plan for parents to work on</li> <li>Staff to complete parent meeting notes for EHCPs– proforma in SEND folders</li> <li>Parents to complete a questionnaire – analyse/review and take action steps where needed</li> </ul>	<ul style="list-style-type: none"> <li>EHCPs reviewed with parents and new targets shared</li> <li>Parents understand targets and know how to support their child with at least one of the targets</li> <li>All parents aware of the SEN needs of their child</li> <li>Evidence/tracking of meetings held with parents completed by teachers and used to monitor parent views and feedback</li> </ul>	<p>Class Teacher Parents SENCo</p>	<p>On-going and termly reviews</p>	
<p>To attend LA meetings to ensure up-to-date with current legislation and LA guidelines</p>	<ul style="list-style-type: none"> <li>Attend training</li> <li>Disseminate to staff</li> <li>Involve parents where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Course/meetings attended and disseminated to SLT</li> <li>Governing Body kept up-to-date</li> </ul>	<p>HT/SLT SENCo Governing body</p>	<p>On-going</p>	



		with any changes			
To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	<ul style="list-style-type: none"> <li>Budget request completed and budget allocated</li> <li>Audit of resources and training needs</li> <li>Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school</li> <li>Staff training identified – internally and externally</li> </ul>	<ul style="list-style-type: none"> <li>Access to the curriculum improved through the use of good quality resources, interventions and adaptations</li> </ul>	HT SENCO All Staff	On-going	
To continue to develop intervention across school based on the needs of the pupils	<ul style="list-style-type: none"> <li>Provide training for those necessary staff</li> <li>Ensure there are resources available for the intervention-manage budget</li> </ul>	<ul style="list-style-type: none"> <li>Intervention adopted where appropriate</li> <li>Staff confident in running and assessing</li> </ul>	Key adults	On-going	
To review out of hours provision and develop/ensure accessibility for all pupils.	<ul style="list-style-type: none"> <li>Monitor club members</li> <li>Meet with club Leaders</li> <li>Ensure accessibility and improve where possible</li> </ul>	<ul style="list-style-type: none"> <li>All out of hours activities are organised to be accessible to all pupils in school</li> </ul>	HT Club Leaders Curriculum Leaders SENCo	By July 2026	
To develop understanding and the use of sensory circuits.	<ul style="list-style-type: none"> <li>Allocate a proportion of the budget over the course of three years for sensory activities and equipment</li> <li>Seek and attend training on sensory circuits at local schools</li> <li>Seek advice and ongoing training from appropriate services</li> </ul>	<ul style="list-style-type: none"> <li>Sensory circuits being used by pupils identified as needing additional sensory support</li> <li>Sensory circuits having a positive effect on pupils</li> </ul>	SENCo Key adults	By September 2025	

To continue to audit, review and develop staff expertise based on the needs of the school.	<ul style="list-style-type: none"> <li>Identify training needs</li> <li>Seek out appropriate training (internally/externally) and prioritise who, what, when etc.</li> </ul>	<ul style="list-style-type: none"> <li>Long term training needs identified and prioritised</li> </ul>	SENCo Senior leaders HT	On-going and reviewed annually	
<p>Aim 3: Improve and make reasonable adjustments to the delivery of <b>written information</b> to pupils, staff, parents and visitors with disabilities.</p>					
Target	Strategies	Outcome	Responsible	Timeframe	Evaluation
To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	<ul style="list-style-type: none"> <li>Office staff aware of parent's needs as notified and adapted material on request</li> <li>The school will make itself aware of the services available for converting written information into formats</li> <li>Health Care Plans kept up-to-date to all and kept in the same place</li> <li>Up-date Medical forms regularly – classrooms to have medical records and one page profiles in their folders</li> <li>Up-date SEND forms in line with guidance</li> </ul>	<ul style="list-style-type: none"> <li>All staff aware of the needs of the school</li> <li>Records up-to-date</li> <li>The school will be able to provide written information in different formats.</li> <li>To ensure disabled parking is marked and available for disabled staff and disabled pupils only (where possible)</li> <li>Site supervisor and office staff to ensure correct use of the disabled parking space (where possible)</li> <li>Parents made aware of 'rules'</li> </ul>	HT SENCo Admin Team Site Supervisor	On-going	

		<p>for using the parking space</p> <ul style="list-style-type: none"><li>● Parking fully accessible to meet the needs of pupils and parents</li><li>● To ensure that the school environment offers further information to pupils and visitors.</li><li>● Classrooms labeled</li><li>● Environmental print</li><li>● Displays offer visual and written support/ adapted where needed</li><li>● Photographs/ images for visual support on display</li><li>● Monitored through learning walks</li><li>● Visual and written environment offers support and is consistent around the school</li></ul>			
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To continue to up-date and improve the school website to ensure information is fully accessible	<ul style="list-style-type: none"> <li>● Website developed and improved over time</li> <li>● Checklist completed for all relevant information that needs to be on the website</li> <li>● Ensure parents are fully aware of the information available on the website</li> </ul>	<ul style="list-style-type: none"> <li>● Website up-dated and all relevant information available and up-dated regularly</li> <li>● Friendly/easy to access website</li> <li>● Website used by parents</li> </ul>	HT SENCO All Staff	On-going	
To use School Ping and Google Classroom to communicate with parents regularly, share information and send over specific information when needed	<ul style="list-style-type: none"> <li>● Connect all pupils to Google Classroom and relevant staff to each class</li> <li>● Share specific files and information to parents through School Ping</li> <li>● Ensure questions are answered</li> </ul>	<ul style="list-style-type: none"> <li>● Parents and teachers are connected through Google Classroom</li> <li>● All parents are connected and use the app to communicate with relevant staff</li> </ul>	HT/SLT All Staff	On-going Set-up to be established every Autumn term	
To continue to meet any specific future needs of pupils/families within school	<ul style="list-style-type: none"> <li>● Assess needs and plan accordingly</li> <li>● Identify any specialised support needed and seek advice</li> <li>● Add to provision maps/risk assessments etc.</li> <li>● Staff awareness and training where needed</li> </ul>	<ul style="list-style-type: none"> <li>● Needs of pupils met where ever possible</li> </ul>	All Staff	On-going	

All targets in black are applicable to St Francis' and St Michael's

All targets in blue are applicable only to St Francis'

All targets in purple are applicable only to St Michael's

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

#### **5. Links with other policies**

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

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy