



Accessibility Plan for St Ralph Sherwin Catholic Academies 2022-2023 Accessibility Plan

Name of Academy: St Joseph's Catholic Voluntary Academy

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
All school visits and trips to be accessible to all children.	<ul style="list-style-type: none"> - Ensure venues and means of transport are vetted for suitability. - Ensure children with a disability can participate in residential. Eg, The Briars - Develop guidance on making trips accessible including pre visit checklist specific to disability needs. 	All children are able to access all school trips and take part in a range of activities.	Reviewed each term / school trip	Year Group Lead Class Teacher SLT
Increase access to the curriculum for children with a disability.	<ul style="list-style-type: none"> - All children have a access to a broad and balanced curriculum delivered through quality first teaching and personalised learning. - The curriculum is reviewed to ensure all children make progress towards challenging objectives. 	Curriculum leader ensures their subject areas are accessible for all learners.	Annually	Subject Leaders
To enable smooth transitions.	Liaise with pre-school providers and other educational establishments and relevant professionals. Use of social stories, pupil passports and additional transition opportunities.	Children's mental and emotional wellbeing will not be impacted through moves within school.	Summer Term and before	SENCO / Year 6 teachers / FS2 Lead



Identify children with SEND and provision put in place.	Identified as early as possible. Using the Derby City Graduated Response.	Appropriate provision to meet these children's needs will be provided.	Ongoing	Class teachers / SEND
Teaching reflects different learning styles.	Staff have up to date training on different learning styles. Access to technology and multisensory activities.	Children are encourage to use different ways to record.	Ongoing	Class teachers / TA's / SLT
Teacher and support staff develop skills to support children with specific needs and disabilities.	Specific training for new and existing staff.	Staff attend online, external and internal training opportunities. Staff have a great understanding of special needs and disabilities.	Ongoing	SENCO / SLT
Ensure computing development includes resources for children with disabilities.	Any new computing facilities to include resources for children with disabilities.	All children to be able to access the computing curriculum.	Annually	Computing Lead
Monitor attainment of all pupils (including SEND)	Progress is made from their starting points. Teachers have high expectations and aspirations for all.	All children making proportionate progress.	Termly	SLT / Class teacher



Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To be aware of the access needs of disabled children, staff, governors and parents / carers.	Ensure the school staff and governors are aware of access issues (to and from).	Staff training – all staff are aware	Annually	SLT
	Create access plans for children with disabilities as part of the SEND process and school admissions.	Access plans in place for children with a disability. All staff are aware of their needs.	At admission and reviewed termly. Ongoing	Class teacher / SENCO
	Ensure staff, parents and governors can access areas of the school used for meetings.	Stakeholders are confident that their needs are met.		SLT
	Annual reminder to all parents to let us know if they have problems accessing the school building.	Parents have access to areas of the school. Parents feel valued and supported.	Ongoing / September	SLT / Office staff
	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if		As required	



	someone as school becomes physical impaired.	A risk assessment is on place before a child returns to school following a physical impairment.		SLT / Office staff
Maintain safety for visual impaired (VI) people.	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Put black / yellow hazard tape on poles, at the end of play equipment to help VI children, if appropriate.</p> <p>Check flashing beacons that signal fire alarm activation regularly.</p>	VI people feel safe in the school grounds. Monitoring takes place throughout the school year.	Annually and as new children join.	Site manager /Class teachers / SENCO
Ensure there are enough fire exits around the school that are suitable for people with a disability.	<p>Ensure all staff are aware of where these are.</p> <p>Keep all fire exits clear.</p>	Any children, staff and visitors with a disability have safe exits from school.	Daily	Site manager / Class teachers / SLT



Accessible car parking	<p>Ensure staff and visitors with a disability have a place to park near the school entrance.</p> <p>Gates / doors can be opened to allow people with mobility issues / wheelchairs to access the main school building.</p>	There is a disabled parking space available for staff and visitors.	Ongoing	Office staff / Site manager
Ensure children with a disability can take part equally in lunch time and afterschool activities.	Identify if extra support / training is needed to enable this.	Children with a disability feel that they can participate in and out of school clubs.	As required	SENCO / SLT / Class teacher
Ensure children with a disability can move from classroom to the hall and appropriate toilet.	Make sure steps / corridors are kept clear free from obstructions.	Children with a disability can travel around the school safely.	Ongoing	Class teacher / SENCO



Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To use advice from outside agency specialists, to ensure that our curriculum meets the needs of each individual child.	<p>Adapting books/ worksheets/ texts to ensure that children with visual needs are able to access learning</p> <p>-Using advice from ASD/ visual support team following observations in class</p> <p>-Using a wide range of interventions to allow the student to access learning as much as possible in the classroom</p> <p>-Lesson observations to see how students with SEND are accessing learning in line with students without SEND</p>	Students with SEND will have more confidence in their ability and will have strategies in place that will support learning to reach their potential	Ongoing	SLT / SENCO
To make written materials available in alternative / larger fonts.	<p>Communicate in print. Whiteboard background colours considered. Font – size of text. Larger prints outs for children / staff or parents.</p>	All information is communicated and accessible.	Ongoing	All Staff



	Advice sort from relevant professionals.			
To all children with SEND have access to the curriculum.	Regular communication with parent. Individual multi – sensory teaching strategies used for pupils with SEND.	Children with SEND are able to access the curriculum.	Ongoing	Class teacher