



## Accessibility Plan for St Ralph Sherwin Catholic Academies 2024-2025 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
School visits and trips to be accessible to all children.	<ul style="list-style-type: none"> <li>- Ensure venues and means of transport are vetted for suitability.</li> <li>- Ensure children with a disability can participate in residential. Eg, The Briars</li> <li>- Develop guidance on making trips accessible including pre visit checklist specific to disability needs.</li> <li>- Discuss planned trip and suitability with parents</li> </ul>	All children are able to access school trips and take part in a range of activities.	Reviewed each term / school trip	Year Group Lead Class Teacher SLT
Access to appropriate learning for children with a disability.	<ul style="list-style-type: none"> <li>- All children have access to a broad and balanced curriculum delivered through quality first teaching and personalised learning.</li> <li>- The curriculum is reviewed to ensure all children make progress towards challenging objectives.</li> </ul>	<p>Curriculum leaders ensures their subject areas are accessible for all learners.</p> <p>Class teachers ensure that learning is planned for all children and expectations and learning for those children learning outside the curriculum is clear.</p>	Ongoing	Subject Leaders  Class Teachers



	<ul style="list-style-type: none"> <li>- Where children are learning outside the curriculum, meaningful learning and small step targets are planned for by class teachers</li> </ul>			
To enable smooth transitions.	<ul style="list-style-type: none"> <li>- Liaise with pre-school/secondary providers and other educational establishments and relevant professionals.</li> <li>- Use of social stories, pupil passports and additional transition opportunities.</li> </ul>	<p>Children's mental and emotional wellbeing will not be impacted through moves from/to another educational placement</p> <p>Children's mental and emotional wellbeing will not be impacted through moves within school.</p>	<p>Summer Term for FS/Y6/year group transition</p> <p>Ongoing for children new to school</p>	SENCO / Year 6 teachers / FS2 Lead/class teachers
Identify children with SEND and provision put in place.	<ul style="list-style-type: none"> <li>- Use the Derby City Graduated Response to guide provision</li> <li>- Discuss identified needs with parents</li> <li>- Liaise with SEND Lead about need and provision</li> </ul>	Appropriate provision to meet these children's needs will be provided.	Ongoing	Class teachers / SEND
Teachers consider the needs of all children.	<ul style="list-style-type: none"> <li>- Staff have up to date training on ASD/ADHD etc.</li> <li>- Children can access technology and multisensory resources which may enhance their access to learning.</li> </ul>	<p>Children are encouraged to use different ways to record.</p> <p>There is evidence learning/progress for all children.</p>	Ongoing	Class teachers / TA's / SLT



Teacher and support staff develop skills to support children with specific needs and disabilities.	<ul style="list-style-type: none"> <li>- Specific training for new and existing staff.</li> <li>- A record of training attended is kept.</li> <li>- School to implement SEND advocates.</li> </ul>	<p>Staff attend online, external and internal training opportunities.</p> <p>Staff have a greater understanding of special needs and disabilities.</p> <p>School develop a SEND team to give advice and support to other team members</p>	Ongoing	SENCO / SLT
Ensure computing development includes resources for children with disabilities.	<ul style="list-style-type: none"> <li>- Any new computing facilities to include resources for children with disabilities.</li> </ul>	All children to be able to access the computing curriculum.	Annually	Computing Lead
Monitor attainment of all pupils (including SEND)	<ul style="list-style-type: none"> <li>- Progress is made from their starting points. Teachers have high expectations and aspirations for all.</li> <li>- IEP, SALT, EHCP are reviewed regularly</li> <li>- Pupils working outside of the curriculum have individual learning targets using Pre Key Stage/Engagement model assessment</li> </ul>	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 for all children where needed	A risk assessment is on place for all children with accessibility needs and all key members of staff understand these plans .	As required	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> <p>Children with additional needs have a 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.  Discuss hall layouts and create designated spaces for specific children as needed.	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.  SLT to consider the classroom location of each cohort each year. Does each class have enough space/access that is required to meet the needs of the children.	Children with a disability can travel around the school safely.  The learning environment in appropriate for children.	Ongoing	Class teacher / SENCO/SLT

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
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To use advice from outside agency specialists, to ensure that our curriculum meets the needs of each individual child.	<ul style="list-style-type: none"> <li>-Adapting books/ worksheets/ texts to ensure that children with visual needs are able to access learning</li> <li>-Using advice from ASD/ visual support team/ EP/ OT following observations in class</li> <li>-Using a wide range of interventions to allow the student to access learning as much as possible in the classroom</li> <li>-Lesson observations to see how students with SEND are accessing learning in line with students without SEND</li> </ul>	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.	Communicate in print. Whiteboard background colours considered. Font –size of text. Larger prints outs for children / staff or parents. Advice sort from relevant professionals.	All information is communicated and accessible.	Ongoing	All Staff
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 learning and making progress.	Ongoing	Class teacher/SENCO



	Individual learning plans developed for children working outside the curriculum			
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