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

Name of Academy: Saint Edward`s Catholic Academy, Swadlincote, Derbyshire

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To develop a programme of staff training to support pupils with SEND focus on key areas:- ASD, ADHD, Behaviour Issues.	Continue to develop training for all staff so that there is a deeper understanding of how to facilitate additional needs in the classroom. SENDCo and outside agencies to deliver training to all staff.	All staff to benefit from a programme of training and updates regarding inclusion of pupils with specific needs across the curriculum.	Ongoing – Annual refresher training for staff delivered by SENDCo	SENDCo
To continue to monitor the classroom environment to ensure that pupils with SEND are able to engage in whole class teaching.	Monitor classroom environment with a focus on access to resources i.e. computer tablets available if required, hearing resources are available.	Learning environments are accessible to pupils with impairments i.e. hearing or visual.	Ongoing – as part of learning walks and monitoring	HT, SLT, SENDCo, All Staff

To ensure that pupils with SEND have a personalised approach when required. To ensure planning for daily lessons identifies how pupils with SEND will access the lesson.	Continue to monitor quality of provision for pupils with SEND. Monitor MTP/Knowledge Progression Grids/lesson plans to ensure pupils with SEND needs are addressed each day.	Teachers and support staff are able to adapt their approach and learning opportunities for pupils with SEND to ensure they are able to fully access the curriculum.	Ongoing – as part of learning walks and monitoring	HT, SLT, SENDCO, All Staff
To ensure that pupil diversity is delivered across the curriculum.	Diversity within school is reflected in lessons and with our PSHE programme of study, improvement in resources i.e. books exhibit diversity. School displays; Assemblies; whole school focus weeks.	Improvement in pupil awareness and understanding and reinforcing positive identity.	Ongoing	English Lead, All Staff
To ensure that interventions are appropriate and monitored for their impact on pupil achievement.	Monitor interventions and their impact on pupil progress	Interventions are identified to suit pupils needs and ongoing impact is measured through pupil progress.	Completed each term.	HT, SLT, SENDCo

To ensure that the wider curriculum is accessible to all pupils with SEND.	All pupils encouraged to take part in Music, Drama, Swimming and physical activities, with appropriate adjustments i.e. providing ear defenders for an increase in sound activities, changing facilities.	Ongoing identification of learning environments to ensure that pupils with SEND are able to access all wider curriculum opportunities.	Ongoing	HT, SLT, SENDCo, MHo, All Staff
Pupils with SEND are included in all school visits and residential trips regardless of attainment and impairment.	Personalised risk assessments are completed for individual pupils where necessary to ensure participation in extra-curricular activities. Additional staff training to take place with external agencies when/if required.	Pupils with SEND to have access to the same life experiences/opportunities as their peers.		
To monitor use of IT equipment for pupils with SEND.	Monitor use of Chromebooks for pupils with SEND identify where additional use could be incorporated into lessons to improve pupil achievement in the form of	Intervention is currently in place for pupils with SEND, monitor and feedback to teachers and support staff to identify impact.	Ongoing – per term	SENDCo

	appropriate interventions i.e Lexia			
To promote the use of signing during school assemblies for hymns and prayers for pupils with Hearing Impairment.	Identify areas of whole school assembly where signing can be used across the school to include those pupils with hearing impairment.	Include pupils with hearing impairment with whole school assemblies.	Ongoing	All staff
To liaise with feeder Secondary schools for pupils in Year 6 to receive a smooth transition.	Identify pupils with additional needs who require an enhanced transition into Secondary school i.e. photographs, timetables, contacts at new school.	Pupils will be confident about their transition to Secondary school with a positive outome.	As required	HT, SLT, Y6 teacher/support staff SENDCo
To liaise with parents/carers/pre-school providers to prepare for the new intake of pupils into Nursery/Foundation Stage.	Identify pupils who may need additional support and enhanced transition into mainstream setting.	Provision is in place for pupils when they start Nursery/Foundation Stage.	Termly	EYFS lead, SENDCo, Pupil and Family Support Worker

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 maintain access to all areas throughout the school i.e. via ramps to inside and outside areas, toilet facilities	Ensure areas are free of obstructions.	Whole school building and surrounding areas are accessible	Daily checks	All staff
To develop Sensory Room.	Maintain and develop further the Sensory Room to meet the needs of our pupils in school.	Identified pupils will have a sense of calm and self-regulation with the use of this intervention.	Sept 2022	Pupil and Family Support Worker
To maintain the hearing sound system.	Maintenance of Hearing system used in the classroom, ensure it is near an electrical socket.	Pupil with Hearing Impairment will access personalised learning while in the classroom.	On-going	SENDCo
Reception area in school	Main reception area desk is fitted at the correct height for wheelchair users as is the signing in equipment.	All visitors are able to access the reception area and use the toilet facilities.	On-going	HT

To maintain emergency and evacuation systems for all pupils including pupils with SEND.	Fire drills are implemented on a regular basis, to ensure all the pupils and staff are familiar with the procedure to follow in the event of a fire. Auditory alarms are used in this event.	Pupils and staff are familiar with the procedure to ensure safety at all times.	Termly	HT, 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
To ensure that pupils who have difficulty reading have access to reading out-loud programme so they are able to access learning.	Maintain use of Bug Club with the ability to read text to pupils not yet able to access text.	Pupils will be able to access learning with their peers as they will have access to reading in alternative form.	On-going	All Staff
To ensure effective communication with parents and carers.	Text messaging service and email facilities are available to all parents/carers. Staff have access to Class Dojo to ensure that messages to parents are sent out as soon as possible.	Parents and Carers are fully informed and information is delivered as quickly and effectively as possible.	On-going	All staff
To ensure effective communication to all stakeholders.	Ensure school website is up to date with current information. Governors are informed of all Meetings and are accessible in person and via IT.	Fully accessible website.	On going	HT All staff

October 2022