



Accessibility Plan

St Mary's Catholic Academy

Link to School Aims

The school motto for St Mary's Catholic Academy is:

“Many Hearts One Accord.”

To this end the Academy committee and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Academy committee of St Mary's Catholic Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that St Mary's Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability and/or special educational need and those from disadvantaged backgrounds, expanding the curriculum as necessary to ensure that pupils with a disability/SEN 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.

- Improvement of the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the school will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

St Mary's Catholic Academy follows guidance from the Equality Act 2010 which states: "The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect." Furthermore; "They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people."

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

Involvement of disabled people in developing a Disability Equality Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to form the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the Academy committee. The plan will be fully revised every three years

Aim	Current Good Practice	Objectives	Actions to be taken.	Resources needed	Person Responsible	Time Scale
<p>Increase staff awareness of disability and SEN.</p>	<p>Training has taken place for all staff and is part on an on-going cycle of CPD offered throughout the year.</p> <p>All staff have received training specifically linked to the needs of pupils within school (Autism acceptance training, PDA training).</p> <p>Coaching has taken place for staff with a focus on adaptive teaching.</p> <p>Teaching assistants have received refresher training on the SEND COP and their role within it.</p> <p>Staff work closely with the SENCO and parents to develop their knowledge and understanding of specific SEN and disabilities.</p> <p>Questionnaire sent to staff to identify areas they feel they need further CPD in.</p>	<p>To continue to work closely with SEND services, outside agencies and other schools within the MAC to continue to develop staff knowledge and awareness of SEN and disability.</p>	<p>Further training for staff with regards to support for pupils' individual needs and identified training areas from staff questionnaire.</p> <p>Teachers continue to meet with the SENCO at least termly to review progress for pupils with a disability and/ or SEN.</p>	<p>Time- staff meeting.</p> <p>SENCO-leadership time.</p> <p>SEN reviews time.</p>	<p>SENCO/ SLT</p>	<p>On-going-reviewed every half term.</p> <p>Termly.</p>

<p>Increase access to the curriculum for pupils with a disability and/ or special educational need and those from disadvantaged backgrounds.</p>	<p>All pupils regardless of socio-economic background, disability and/ or special educational need, have access to a broad and balanced curriculum that is knowledge based.</p> <p>All pupils have the opportunity to acquire, apply and deepen their knowledge through the use of a concept led curriculum, that is adapted skillfully by staff.</p> <p>Tasks are carefully scaffolded so that all pupils have the opportunity to access knowledge, build cultural capital and develop independent learning skills.</p> <p>A robust system of assessment is in place to review progress termly, including the use of standardised testing for pupils on the SEN register.</p>	<p>Staff will be trained specifically for individual needs such as complex medical needs if required.</p> <p>Continue to develop staff awareness of adaptive teaching and ways to scaffold learning effectively so that all pupils including those with a disability/ and or SEN and those from disadvantaged backgrounds are able to know more and remember more across all subject areas.</p> <p>Continue to use the remember, know and reason approach across all foundation subjects so that all pupils have the opportunity to deepen their knowledge.</p> <p>Continue to plan opportunities to develop pupils' cultural capital.</p>	<p>Training by school nurse, OT etc. for medical needs.</p> <p>Staff to observe/ share examples of good practice across the trust. Coaching to continue to be part of staff CPD, with a focus on inclusion and the use of adaptive teaching strategies.</p> <p>Monitoring to continue to take place regularly.</p> <p>Staff to continue to regularly review their curriculum and carefully select opportunities that would enhance/ build pupils' cultural capital.</p>	<p>SENCO- leadership time.</p> <p>Lesson time.</p> <p>Subject leader leadership time.</p>	<p>SENCO/ SLT</p> <p>SLT</p> <p>Subject leaders/ SLT</p>	<p>As needed.</p> <p>Over the year.</p> <p>On-going</p> <p>On-going</p>
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	<p>Targets are set according to pupils' individual needs.</p> <p>Remote learning is in place for pupils, where physical learning in school is not possible. Technology has been provided for pupils who do not have access to this.</p> <p>Interventions are in place to support pupil progress and secure gaps in learning for identified pupils including those with disabilities and/ or SEN and those from disadvantaged backgrounds.</p> <p>The Catholic ethos of the school promotes mutual respect between pupils, ensuring that each child is celebrated as a child of God.</p>	<p>Continue to use standardised testing and termly assessment to measure progress and identify next steps for all pupils, particularly those with disabilities, SEN and those from disadvantaged backgrounds.</p> <p>Continue to celebrate the achievements of individuals with disabilities/ SEN/ those from disadvantaged backgrounds through school events such as assemblies and participating in specific events that value inclusion.</p>	<p>SEN Reviews/ Pupil progress meetings to take place termly.</p> <p>Subject leaders to work with staff to develop ideas for adaptive teaching.</p>	<p>SENCO-leadership time.</p> <p>Assembly time/ lesson time/ resources to support learning.</p>	<p>SENCO</p> <p>SLT/ PSHE lead/ class teachers.</p>	<p>Termly</p> <p>In place: on-going.</p> <p>On-going. Events such as inclusion week, Autism awareness etc.</p>
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils with disabilities as required, through the use of:</p> <ul style="list-style-type: none"> • Ramps 	<p>Ensure pathways are clear from obstruction both internally and externally.</p>	<p>SENCO to continue to work with class teachers to ensure that classroom environment and/ or corridor areas are accessible to pupils with</p>	<p>Meeting time/ funding for resources.</p>	<p>SENCO/SLT</p>	<p>Annually</p>

	<ul style="list-style-type: none"> • Lift • Disabled toilets/ changing facilities. • Disabled parking bays • Corridor width • Lockers/ pegs at accessible height. • Library shelving at an accessible height. <p>The school works closely with outside agencies such as: school nurse, occupational therapy, physiotherapy in order to continually adapt the environment for pupils with disabilities.</p>	<p>Ensure staff are appropriately trained to support pupils with disabilities.</p> <p>Ensure all educational resources are accessible.</p>	<p>disabilities and/or SEN and that educational resources can be easily accessed by all children.</p> <p>School staff to continue to liaise with outside agencies and SEND services to ensure that pupils' needs are met effectively. Gain outreach support from special schools where necessary.</p> <p>Audit of equipment to be done to ensure all pupils' have equipment needed to ensure that they can access educational resources and the physical environment (e.g writing slopes, steps for toilets etc.)</p> <p>Additional risk assessments to be completed where necessary for identified pupils.</p>	<p>SENCO leadership time.</p> <p>SENCO leadership time/ resources.</p> <p>SENCO leadership time/.</p>	<p>SENCO/ Class teachers.</p> <p>SENCO</p> <p>SENCO/ SLT/ Class teacher.</p>	<p>On-going</p> <p>Review termly.</p> <p>As needed.</p>
<p>Improve the delivery of information to pupils with a disability and/</p>	<p>The school uses a range of methods to ensure that information is accessible such as:</p> <ul style="list-style-type: none"> • Internal signage 	<p>Ensure that all written communication states that information can be requested in an alternative format.</p>	<p>Access to translators, sign language interpreters to be considered and offered if possible.</p>	<p>Office staff time.</p>	<p>Office manager.</p>	<p>Annually.</p>

<p>or SEN and their parents.</p>	<ul style="list-style-type: none"> • Large print resources (where needed). • Pictorial representations • Emails/texts/letters to parents • Loop systems where needed. • Dyslexia friendly fonts/ overlays. • Adapted texts <p>Strong support networks are in place for parents of vulnerable children, those with SEN and/ or disabilities through the use of mentors, safeguarding officer, open door policy.</p> <p>Parents are invited into school regularly to share in their children's learning experiences through: weekly celebration assemblies, watch me learn events, parent's evenings and subject specific information evenings.</p> <p>PEGIS coffee events have taken place within</p>	<p>Provide information in other languages for pupils or prospective pupils.</p> <p>Continue to broaden communication routes between parents and staff.</p> <p>Ensure displays in class are user friendly for all pupils.</p> <p>Improve signage around school.</p>	<p>Audit parents on their preferred methods of communication e.g. text, email and explore possibilities of using social media e.g. Twitter.</p> <p>Establish a parent forum for parents of pupils with disabilities and/ or SEN.</p> <p>Learning walks/ environment checks.</p> <p>Learning walks/ environment checks.</p> <p>Learning walks/ environment checks. Class teachers to regularly reflect on/ adapt to needs of pupils.</p>	<p>Staff time/ office staff time.</p> <p>SENCO time.</p> <p>SLT time.</p> <p>SENCO time</p>	<p>SENCO</p> <p>SENCO</p> <p>SLT</p> <p>SENCO</p>	<p>Annual audit.</p> <p>April 26</p> <p>Termly</p> <p>On-going</p> <p>On-going</p>
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	school over the past academic year.	Continue to use aids to support access to learning such as: printing worksheets in large print, pictorial representation, overlays, printing on to coloured paper.		Class teacher time/ SENCO time.	Class teachers/ SENCO	
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Policy Written:

February 2024

Approved by:

Senior Leadership Team

Academy Committee

Parents

Staff

Approved on:

March 2024

To be reviewed:

Reviewed and amended Jan 2026.

To be rewritten:

February 2027

Consultation with parents and carers on:

