

St Mary's Catholic Primary School Blackbrook



Accessibility Plan

Date: Oct 2022

Next review due by: September 2024

Accessibility Plan

2022 -2024



Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'.

Area 1: Accessing the Curriculum					
Timescale	Targets	Strategies	Outcomes	People Involved/Responsibility	Actions/Reviews
Short Term September 2022	To ensure that children with a disability transition effectively.	Transition meetings with previous Class Teachers EYFS Nursery Visits Home School Visits for Nursery Starters	All children with a disability will have access to an appropriate, bespoke transition program to enable them to access the curriculum in their next year group.	CG JB Class Teachers	
Medium Term	To improve speech and language for pupils.	Use WellComm-GL Assessment to assess and baseline children in Reception - Foundation Stage 2. Use of Chatty Words and Learning Language and Loving It programmes across Nursery and Reception (FS1 and FS2). Speech and Language referrals completed. Targeted programmes of intervention followed for individual pupils.	To develop pupils' speech and language and oracy to enable access to relevant group's curriculum objectives.	All Staff	
Long Term Completion - August 2024	To help pupils to overcome anxiety and poor mental health as a barrier to	Teaching Staff will be given a range of strategies to use within their classrooms to support their cohort's mental health. PASS assessment. PATHs PSHE curriculum and resources.	For pupils to use the strategies that they have learned to aid and support their own anxiety and mental health so that it does not act as a barrier to their learning.	All Staff	

	accessing the curriculum.	St. Helens Mental Health Team Support and School Counsellor to offer 1:1 support to identified pupils and/or their families.			
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Area 2: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People Involved/Responsibility	Actions/Reviews
Short Term September 2022	To ensure that all learning environments are safe and accessible for the upcoming cohort.	Vision strips should be in place where appropriate. Functional Vision Assessments (FVA) to be completed in Y3/Y4 area by St. Helens Vision Impairment Service	All pupils with a disability can access their new learning environment.	CG SB	
Medium Term January 2023	To provide pupils with a safe space within classroom for times of high anxiety	Classrooms to have dedicated space within the physical environment for pupils to calm and be encouraged to self-regulate. Development of tranquillity room in Infant area and sensory garden in Junior area of the school.	All pupils understand that they can use the sensory resources appropriately during times of high anxiety to balance their emotions so that they can self-regulate and complete learning tasks in class.	All Staff	
Long Term Completion - August 2024	School to be aware of the access needs of pupils, staff, governors, parents/carers and visitors with disabilities.	Creation of access plans for individual disabled pupils as part of the Support Plan process (when required). All staff are aware of staff, Governors' and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	To continuously develop the school grounds to suit the evolving needs of visitors and cohort.	CG JA LA	

Area 3: Access to Information

Timescale	Targets	Strategies	Outcomes	People Involved/Responsibility	Actions/Reviews
Short Term September 2022	To keep records up to date so all staff are aware of pupils with disabilities.	<p>Individual Learning Plans, Group Plans, Positive Handling Document or One Page Profiles for pupils with SEND in class information folders on School Shared Drive for staff team to access.</p> <p>Review timetable for SEND plans to be updated termly and shared with parents and staff involved with the pupil created.</p> <p>All staff aware of the need for pupil SEND files to be updated regularly and use of CPOMs to document discussion or meetings with pupils' families/carers.</p>	Staff are aware of how to best support their pupils. Recording keeping will allow for smooth transition between year groups.	All Staff Monitored by: CG, LA, NW, JA	
Medium Term-July 2023	<p>To Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> • Large print • Braille 	Audit of formats used. Use current guidance from e.g., UK Association of Accessible formats. Establish whole	Improved access to the delivery of information for pupils and families	JA CG SB	

	<ul style="list-style-type: none"> • Pictorial or symbolic representations 				
<p>Long Term Completion - August 2024</p>	<p>To set high expectations of all pupils.</p>	<p>Termly pupil progress meetings. - All monitoring to include a section that looks at SEND pupils. - Clear behaviour policy that is followed by all members of the school community</p>	<p>All pupils will make progress consistently in line with their development across the school.</p>	<p>All Staff</p>	