



**St Mary's Catholic
Primary School**
Bognor Regis

Accessibility Policy

Reviewed and Updated January 2024

St. Mary's Catholic Primary School

Accessibility Plan

Introduction

Definition of disability taken from the Equality Act 2010: You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

At St. Mary's, we are committed to an education that values each individual inherently, as we believe every child is a child of God. We are committed to doing all we reasonably can to ensure that our school curriculum, physical environment and information is accessible to **all** pupils and parents. At St. Mary's we will:

- Not treat pupils with disabilities less favourably for a reason related to their disability;
- Make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage;
- Plan to increase access to education for pupils with disabilities;
- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improve the delivery to pupils and parents/carers with disabilities of information which is provided in writing for pupils and their parents/carers who are not disabled as necessary.

We want to ensure that children can also be supported to take part in extra curricular activities.

We have carried out an audit of current practice and are pleased that much of what we currently do is good practice and needs to be maintained or enhanced. We have drawn up a plan which reflects the need to continue good practice and highlights developments necessary in the coming years.

It should be read in association with our SEND Policy, Premises Development Plan, School Improvement Plan, Disability Scheme and Health and Safety Policies. It is set within context of our LEA policies and inclusion strategies.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities in the plan.

Access to the Curriculum – Reviewed January 2024

	Targets	Strategies	Respon - sibility	Finances/Res ources	Time Frame	Outcomes/goals achieved
Short Term	<p>Training for TA's & LSA's to support their work with children with disabilities.</p> <p>Maintain therapeutic services e.g. Counselling, parent support groups/drop ins, for Early Help/School Nurse.</p>	<p>Regular training and regular evaluations to show future needs. Involve sensory support team, Inclusion & Learning/Behaviour support, speech and language. Work in partnership with other agencies e.g. health, Catholic Children's Society, Early Help team.</p>	<p>PL/KC</p> <p>KC/Amy Kale/Evelyn Saunders ongoing</p>	<p>Training budget approx. £400+</p> <p>£9,000 (school budget)</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>TA's & LSA's continue to feel confident and are able to meet the children's needs to access the curriculum. Increase in access and quality of provision for pupils.</p> <p>Children, family and staff can articulate how they are better supported in area of emotional well being.</p>
	Maintain Medical Needs Register & ensure all staff aware of children's needs in their class.	Maintain individual medical plans for children on register with support of school nurse.	Mrs Boniface & School Nurse	For RB to update register/plans	All medical plans reviewed at least annually.	All staff aware of pupils needs. Pupils supportive of each others medical needs.
	Enable children to access suitable activities out of school hours.	Use local data to find suitable activities and liaise with families.	PL/AK	School activities to be of reasonable cost with payments over extended periods of time where necessary	Ongoing	Children able to access appropriate out of hours activities.
	Deploy teaching assistants to support inclusion of all pupils.	Plan match of time /expertise to pupils needs.	PE/KC/P L	SEND budget	Annually	Children supported effectively across curriculum areas.
	Develop quality first teaching to meet needs of all pupils with reference to 'Ordinarily Available Inclusive Practice'.	SLT to support other teachers, TA's & SLA's in this approach	KC/PE/P L	School Improvement Priorities budget	Ongoing	Progress and achievement of pupils with SEND are in line with other pupils. Pupils have greater enjoyment in learning and standards raised.

Access to the Curriculum

	Targets	Strategies	Responsibility	Finances/Resources	Time Frame	Outcomes/goals achieved
Short Term	CPD for a core group of TA's & LSA's to support emotional well being of children and families	Access available courses and training such as Virtual Schools and the EP service	KC/PL	Therapeutic budget		Increase in access and quality of provision for pupils. Teachers are able to more fully meet requirements of disabled children's needs with regard to accessing the curriculum. Children with disabilities have greater access to computer technology.
					Ongoing	
	Training for teachers on differentiating the curriculum for pupils with disabilities.	Regular staff meetings on disabilities and learning needs and making the curriculum accessible	PL	Training budget/ staff meetings		
Long Term	All classrooms are Autism and Dyslexia Aware.	Ensure staff, TA's & LSA's have sufficient ongoing training to support children's needs. Ensure staff are kept up to date with the latest pedagogy regarding additional needs and monitor provision. Liaise with Inclusion/Social Communication Team and CDC to meet children's needs on the Autistic Spectrum.	PL	Staff Training budget	Ongoing	Dyslexic children and children with Social Communication difficulties identified and their needs met.
	EAL pupils have appropriate support to enable them to access the curriculum	Use EMAT team for advice and in school work as necessary.	PE, CB & EMAT team	Use of EMAT team as necessary	Termly	Enhanced access for EAL pupils, when performance is causing concern.
	Planning shows appropriate differentiation for children.	Subject leaders/SLT & SENCO provide advice.	All teachers			Evidence from Drop Ins, book looks and i-Track shows an improving trend.

Access to the Curriculum

	Targets	Strategies	Responsibility	Finances/R esources	Time Frame	Outcomes/ goals achieved
Medium Term	Monitor performance of children with disabilities and set targets.	Use ILP and FFT to track performance overtime	Assessment coordinator and SENCO with teachers	Time per team	Ongoing	Quicker intervention for pupils, when performance is causing concern. Clearer picture of individual pupil's progress.
	Embed disability /difference awareness in EPR curriculum	Use EPR scheme of work as a setting for developing positive attitudes to individual awareness difference, disability and of equalities	KC	Curriculum materials Enable Me consultancy £500 if budget allows and Just Different Workshops	Ongoing	Positive attitudes to all – zero tolerance of discrimination. Raised self esteem.

Accessibility to Written Information

	Targets	Strategies	Responsibility	Finance/ Resources	Time Frame	Outcomes/ goals achieved
Short Term	Staff aware of how information can be put in alternative formats for children's needs e.g. use of coloured overlays for dyslexics, visual timetables for autistic pupils, dictaphones/ talking books and laptops.	Purchase new resources as appropriate and with finances. Training for teachers, TA's & LSA's.	PL	SEND budget	Ongoing	Staff able to provide more appropriate materials for children's needs.
	All materials produced using dyslexia friendly fonts and coloured backgrounds and whiteboard.	Training for teachers, TA's, LSA's and info for office staff.	PL	Purchase of coloured paper – SEND budget	Ongoing	Pupils will reduce visual stress and therefore increase access to materials.