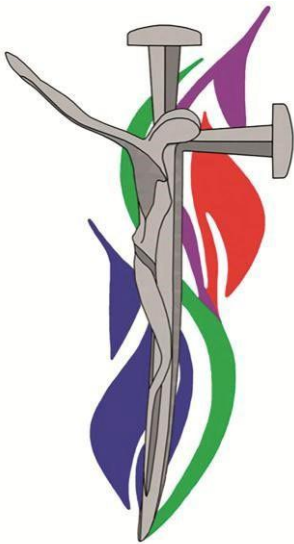


Holy Cross MAC Policy

Accessibility Plan

At

St John Vianney Catholic Primary School



Responsible for policy	Veronica Gosling
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St John Vianney Catholic Primary school

Accessibility Plan

Link to School Aims:

The mission statement for St John Vianney is:

“Love One Another As I have Loved You ”

To this end the governors 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 governors of St John Vianney Catholic school are 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 John Vianney Catholic school 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 John Vianney Catholic school 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 school 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 governing body. 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 teaching staff in the form of a staff meeting to develop teachers' understanding of disability and SEN within mainstream settings based on the EFF research.</p> <p>All staff have access to regular CPD with regards to SEN and in relation to the needs of specific pupils in their class.</p> <p>Staff work closely with the SENDCO and parents to develop their knowledge and understanding of specific SEN and disabilities.</p>	<p>To continue to work closely with SEND services and outside agencies to continue to develop staff knowledge and awareness of SEN and disability.</p>	<p>Refresher training for staff with regards to support pupils' individual needs.</p> <p>Audit of need to be completed to review CPD needs for staff.</p> <p>Teachers continue to meet with the SENDCO 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>Oct 23</p> <p>March 24.</p> <p>July 24.</p>

<p>Increase access to the curriculum for pupils with a disability and/ or special educational need and those from</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>Staff will be trained specifically for individual needs such as complex medical needs if required.</p> <p>Continue to provide CPD for staff to ensure that remote learning is</p>	<p>Training by school nurse, SALT etc. for medical needs.</p> <p>Audit of need to be completed to review CPD needs for staff.</p>	<p>SENCO- leadership time.</p>	<p>SENCO/ SLT</p>	<p>As needed.</p> <p>March 24</p>
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<p>disadvantaged backgrounds.</p>	<p>All pupils have the opportunity to acquire, apply and deepen their knowledge through the use of a concept led curriculum.</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>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</p>	<p>effective and in place for pupils when needed.</p> <p>Continue to develop staff awareness of 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>Embed the basic, advancing and deep 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>Continue to use standardised testing and termly assessment to measure progress and</p>	<p>Staff to observe/ share examples of good practice.</p> <p>Monitoring to continue to take place regularly.</p> <p>Staff to review their curriculum and carefully select opportunities that would enhance/ build pupils' cultural capital.</p> <p>SEN Reviews/ Pupil progress meetings to take place termly.</p>	<p>Lesson time.</p> <p>Subject leader leadership time.</p> <p>SENCO- leadership time.</p>	<p>SLT</p> <p>Subject leaders/ SLT</p> <p>SENCO</p>	<p>Over the year.</p> <p>On-going</p> <p>On-going</p> <p>Termly</p>
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		identify next steps for all pupils, particularly those				
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	<p>do not have access to this.</p> <p>tutoring/ enrichment groups/ 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>with disabilities, SEN and those from disadvantaged backgrounds.</p> <p>Develop a robust method for explicit teaching of vocabulary across the curriculum so that pupils' develop their knowledge, understanding and application of key vocabulary.</p> <p>Celebrate the Achievements of individual with disabilities/ SEN/ those from disadvantaged backgrounds through school events such as assemblies and participating in disability awareness day.</p>	<p>Subject leaders to share vocabulary with staff. Subject leaders to be given time to map out a vocabulary spine for their subject in conjunction with progression of work.</p> <p>Events to be mapped out in school calendar and activities planned by class teachers.</p>	<p>Assembly time/ lesson time/ resources to support learning.</p>	<p>SLT/ PSHE lead/ class teachers.</p>	<p>Spring term</p> <p>On-going. Disability awareness day-summer term.</p>
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<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"> • signage • equipment • Disabled toilets/ changing facilities. 	<p>Ensure pathways are clear from obstruction both internally and externally.</p> <p>Ensure staff are appropriately trained to support pupils with disabilities.</p>	<p>SENDCO to continue to work with class teachers to ensure that classroom environment and/ or corridor areas are accessible to pupils with disabilities and/or SEN and that educational resources can be easily accessed by all children.</p>	<p>Meeting time/ funding for resources.</p>	<p>SENCO/SLT</p>	<p>Annually</p>
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<p>Improve the delivery of information to pupils with a disability and/ or SEN and their parents.</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 • Large print resources (where needed). • Pictorial representations 	<p>Ensure that all written communication states that information can be requested in an alternative format.</p> <p>Provide information in other languages for</p>	<p>Office staff to insert phase “If you require this information in an alternative format please let us know”, this should be in a large font.</p> <p>Access to translators, sign language interpreters to be</p>	<p>Office staff time.</p>	<p>Office manager.</p> <p>SENCO</p>	<p>Annually.</p> <p>Annual audit.</p>
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	<ul style="list-style-type: none"> • Emails/texts/letters to parents • Dyslexia friendly fonts/ overlays. <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>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>considered and offered if possible.</p> <p>Audit parents on their preferred methods of communication e.g. text, email and explore possibilities of using social media e.g. Facebook.</p> <p>Learning walks/ environment checks.</p> <p>Learning walks/ environment checks.</p> <p>Contact SEND services to acquire about Dyslexia Friendly Status.</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>SLT</p> <p>SENCO</p>	<p>April 22</p> <p>Termly</p> <p>April 22</p> <p>On-going</p>
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		Continue to use aids to support access to learning such as: printing		Class teacher time/ SENCO time.	Class teachers/ SENCO	
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		worksheets in large print, pictorial representation, overlays, printing on to coloured paper.				
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