

English Martyrs'
Catholic Primary School



Accessibility Plan

Accessibility Plan 2023 ~ 2024

Mission Statement

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**. As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 to cover education.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

At English Martyrs' Catholic Primary School, we are committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. It contains 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, expanding the curriculum as necessary to ensure that pupils with a disability 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.

- Improve the delivery of written 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.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Health & Safety (including off-site safety)
- Special Educational Needs and Disability (SEND)
- Behaviour for Learning
- School Improvement Plan
- Supporting Pupils with medical conditions and administering medication policy

Actions for Accessibility

Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
Physical Access					
To be aware of the access needs of disabled pupils, staff, Governors, parents and visitors	New pupil medical/additional needs questionnaires	Before entry for every child	Office staff	Completed questionnaires and issues raised with SENDCo	Hand rails in place where necessary
	Create access plan for individuals when required	As required	SENDCos		Floor strips in place demarcating change of surface
	Find out access needs of parents through initial meetings	Annually/September	SENDCos/Office staff	Plans in place as needed	Installation of ramp to rear of school
	Find access needs of staff, Governors, visitors through discussion/recruitment	As required	SENDCos/SLT	Needs of staff highlighted and adjustments made as appropriate	Modified and renovated Accessible Toilet
Ensure all children have access to appropriate visual and hearing support	Use of LCC Inclusion Team/Specialist Teachers for VI and HI screening and interventions as needed; use of HI mics as appropriate	Ongoing/ As required	SENDCos/Class teachers/Inclusion Team	All children will be able to fully access the curriculum regardless of VI and HI needs	Screening and support in place a regularly reviewed, feeding in to individual learning plans as needed

Access to Curriculum					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
Ensure all children have the correct height of furniture	Ensure all work space areas are suitable in height for all children	Annually	SENDCos/Class Teachers	Adjustments are made for identified children	Adapted as needed
To use ICT/Computing to support children with specific literacy difficulties	Introduction of IDL program to all staff and appropriate children Letters home to appropriate parents	Ongoing	SENDCos/English Subject Lead/Class teachers/ Teaching Assistants	IDL to be used with appropriate children, used regularly and monitored	In place and used successfully
Ensure staff have awareness of specific needs and training as required	Information/training given at staff meetings/Teaching Assistant meetings External training arranged as required Staff audit carried out	Ongoing	SENDCo/SLT	Staff needs identified and needs addressed through school/external training	In place
Ensure all children have access to appropriate Reading skills	All children to be screened on entry to new year group (and ongoing throughout year) Training to be given to appropriate staff members All new children to be screened in Reading on entry to school if moving mid phase Staff to monitor children's Reading skills in class and signpost accordingly; All children Y2 – 5 assessed using Lexplore on entry and at start/end of academic years with appropriate interventions used accordingly	Ongoing	Reading Inclusion Teaching Assistant/Class Teachers/Early Reading Teacher/Teaching Assistants	All children are identified at the earliest possibility All children gain fair access to reading and as a result the curriculum	In place and accessed

Information					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
Review information to parents/carers to ensure it is accessible	Make SEND information report/policy and local offer available on website and within school Provide information in parent friendly format School staff to help parents access information and complete school forms as required Provide suitably enlarged, clear print for visually impaired parents and visitors	Ongoing	SENDCo Office Staff/SLT All staff Office staff/SLT	All parents and visitors receive information in a format they can access	In place and accessible
Languages other than English to be visible and available in school	Multi-lingual signs Multi-lingual information documents	Ongoing	EAL Lead	The profile of other languages is raised and multi-lingual signs and documentation in place	In place as required

Written and updated: May 2016

To be reviewed annually

Evaluated and updated September 2017

Evaluated and updated September 2019

Evaluated, no changes made, September 2020

Evaluated and updated with additional statement regarding accessibility ramp and accessible toilet January 2021

Evaluated and updated with additional action for HI and VI pupils; additional statement relating to Lexplore September 2022

Evaluated and updated September 2023 ~ no changes