

Accessibility Plan

School Name St Clare's Catholic Primary School

Dates: From December 2020 **To** December 2023 **(3years – to be reviewed annually)**

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
Increase access to the curriculum for pupils with a disability	C E	St Clare's offers an adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. For example, a reading pen to support children with dyslexia, iPads, clicker IT program, widgets (communicate and print) available to all staff and children to access.	Head teacher/SE NDCo/IT lead	IT equipment Time Inset training Subject leads	All children will be able to access the curriculum. Pupil progress meetings Children's books Assessments Children's interviews	Decemb er 2020 - ongoing
		Increase the number of classrooms that have disabled access.	Head Teacher/S ENDCo	Funding, time,	Most classrooms will have disabled access into and out of the classroom.	Spring 1

To improve access for all children with SEND.	E, C,	To introduce termly inclusion walks with particular needs in mind.	Head teacher/SENCo/SLT	Allocated time for the inclusion walk and update accessibility plan.	Accessibility plan created in December 2020.	Spring term and Summer.
		To review the personal evacuation procedures for children with SEND.	Head Teacher, SENDCo	PEEP's for children with disabilities and or medical conditions. Learning walk	Whole school inset training with new evaluation process for all classes New fire/alarm system installed Fire doors on magnetic locks to allow free movement Individual fire marshal training, jackets provided and regular fire drills one each half term. Team meetings held to discuss and evaluate.	December 2020 on going
		1. Annual update of Tier 1 AET training for whole.	SENDCo	Communication and Autism team to provide updated training.	All staff including new staff will have a clearer understanding of autism.	March 2021

		2. To identify staff and train in SALT and implement the intervention (TALK BOOST KS1 and Wellcomm EYFS). NELI programme	SEND Co EYFS lead, English lead	West Midlands SALT to provide training and overseas program installations External training, funded through catch-up premium	Whole school progress data in Reading, writing and speaking and listening. Observations of interventions. Pupil progress meetings Evidence in children's books	Jan 2021-ongoing Dec 2020 - ongoing
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		To provide appropriately coloured acetates for children diagnosed or identified as having a high probability of dyslexia	SENDCo	Appropriately coloured acetates depending on the visual preference of the individual child	Whole school progress data in Reading, writing and speaking and listening. Observations of interventions. Pupil progress meetings Evidence in children's books	Jan 2021-ongoing
		To provide whole staff training on the use of colourful semantics to support writing across school for SEND/EAL children.	SENDCo	West Midlands SALT to provide training	Whole school progress data in Writing, Evidence of progress in books Increased confidence for reluctant writers	Nov 2020 – ongoing
		To source funding for playground access for children with disabilities.	Head teacher/SENDCo	Time for research regarding availability of funding.	All children will have access to the playground and feel fully included.	Ongoing
To improve access, progress and participation for children with communication and interaction needs	E, C, I	To research and develop a facility to meet the sensory needs of children.	SENCo/CAT	Budget identified and time for sourcing suitable equipment/furniture.	Sensory audit completed in conjunction with CAT. Reasonable adjustments made to support individual needs.	December 2020 - ongoing
		To continue to work with CAT – see partnership plan for details.	SENCo/CAT	Time for training CAT costs.	Staff will receive updated tier 1 training Links made with local	January 2018 ongoing

					<p>specialist school to observe good practice.</p> <p>CPD training sources to support specific needs of identified children</p> <p>Engage the support of bought in services of SALT. Work closely with outside agencies to support individual needs.</p>	
To improve access, progress and participation for children with sensory and physical needs	E, I	To adapt carpark to include a designated disabled parking space.	Head teacher/site manager	Budget identified and time for surveying the best location. Cost of signage		March 2021
		To work with local council to erect metal railings outside school entrance to ensure safety of children	Head teacher/SENCo	Time to meet with local council	A full school traffic audit completed, Evidence of meetings taking place	December 2020
		To install new windows and include a door with a ramp giving direct access to outside for all KS1 classes. Improve access both in and out of the classroom	Head teacher/SENCo/site manager	Budget identified and time for sourcing materials and quotations. Funding by LCVAD bids	All windows replaced in improve circulation of fresh air. New external doors fitted to increase access to all classrooms.	January 2021 ongoing
		To highlight all external steps with appropriate yellow paint.	SENCo/site manager	Budget identified and time for carrying out the work	All external steps have now been highlighted with appropriate yellow paint. Regular updating	Summer term 2021 On going

		To regularly check that corridors are kept clear and uncluttered to ensure clear access for all.	Site/manager SLT	Time to plan inspections one per half term	Corridors are regularly inspected by the health a safety team/governor Site manager logs	January 2021 ongoing
		To complete the process of updating blinds around the setting.	Site manager/Head teacher	Budget identified and time for surveying	Quotes obtained	Summer 21
To improve access, progress and participation for children with cognition and learning needs	C, I, E	To embed the use of ITP's for maths toolkits.	SENCo	Time for setting up new ITP's and monitoring	Maths toolkit targets in place with evidence of intervention to support next step targets.	December 2017
		To introduce reading analysis intervention	SENCo	Time for staff to complete initial reading analysis	Evidence of precision teaching intervention Provision mapping completed All children reading material at the right level.	December 2020-ongoing
		To continue a program of staff training in specific approaches. E.g memory games, Word Aware)	SENCo	Time to evaluate staff questionnaire and identify specific training needs	Regular meetings with TA's Whole school data Provision mapping	January 2021 - ongoing
To improve access, progress and participation for children with social, emotional, mental	C, I, E	To develop the role of the learning mentors to improve provision e.g counselling skills.	Head teacher SENCo/mentor	Time to research course providers and costs.	Updated knowledge to support mental health needs due to COVID - 19	January 2018

health needs		To develop staff awareness of identifying specific emotional and mental health needs.	Head teacher /SENDCo/ Mentor	Time to evaluate staff questionnaire	Staff questionnaire completed and analysed. Outside agency support sources Meeting with EP to access Thrive training. SENDCo updated parent information on school web site.	January 2021 - ongoing
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Date of Review: 20th November, 2021.

Review date: 20 November 2022

Headteacher Mrs V Rivett

SENDCo Mrs A Kavanagh