

**Accessibility Plan for St Ralph Sherwin Catholic Academies
2021-2022 Accessibility Plan**

Name of Academy: St Mary's Catholic Voluntary Academy, Glossop

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
All school visits and trips to be accessible to all children.	Ensure venues and means of transport are vetted for suitability	All children are able to access all school trips and take part in a range of activities.	On going	Class teacher/SLT/Inclusion Lead
	Ensure children with a disability can participate in residential e.g. Whitehall			
	Develop guidance on making trips accessible inc pre visit checklist specific to disability needs.			
Increase access to the curriculum for children with a disability	All children have access to a broad and balanced curriculum delivered through quality first teaching and personalised learning. The curriculum is reviewed	Update the knowledge webs and knowledge matrix to ensure they are accessible for all learners.	Annually	Subject Leaders/SENCo

	to ensure all children make progress towards challenging objectives			
Review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010			
To liaise with other nursery providers to review potential intake for September	To identify children who may need additional to or different from provision for September intake	Procedures in place if support is identified	Pentecost term	SENCo/ EYFS Lead
Identify children requiring SEND provision and additional support	Provision identified as early as possible in child's school career.	Appropriate provision to meet these children's needs will be provided.	Ongoing	SENCo/Class teacher
To take into account different learning styles when teaching	Access to technology and multisensory activities.	Children are encouraged to use different ways to record	Ongoing	Class teacher
Teachers and support staff develop skills to deal with children who have specific disabilities	Specific training for new and existing staff relating to disabilities.	Staff attend external/internal training courses/meetings. Staff have a greater understanding of disability issues.	Ongoing	SENCo/Class teacher/SLT
Review the PE curriculum and implementation of Real PE scheme to ensure PE is accessible to all children.	Review the PE curriculum to include disability sports	All children have access to PE and are able to excel, for example via support from an adult or adapted curriculum suggestions in scheme.	Annually	PE Lead

Ensure computing development includes resources for children with disabilities	Any new computing facilities to include resources for children with disabilities	All children to be able to access the computing curriculum.	Annually	Computing Lead
To monitor attainment of all pupils (including SEND and gifted and talented children)	Progress in made from their starting. Teachers have ambitious expectations.	All children making proportionate progress	Termly	SLT/Class Teacher
Ensuring that children with a disability, are pupil premium or EAL are represented within the school	Identify children for leadership roles	Children are chosen/elected to lead their peers e.g. class captain, school counsellor	Termly/annually	Class teacher/ SLT

Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To be aware of the access needs of disabled children, staff, governors and parents/carers	Ensure the school staff and governors are aware of access issues (access meaning 'access to' and 'access from')	Annual staff training	Annually in September	SLT
	Create access plans for children with disabilities as part of the SEND	SEND objectives are in place for children with disabilities and all staff	Reviewed termly and at admission	Class teacher and Inclusion Lead

	process and school admissions.	are aware of their needs.		
	Ensure Staff and governors can access areas of school used for meetings	Staff and governors are confident that their needs are met.	Continually monitored to ensure any new needs are met	SLT
	Annual reminder to all parents through the bulletin to let us know if they have problems accessing the school building.	Parents have access to areas of the school. Clear collaborative working approach.	Continually monitored to ensure any new needs are met	SLT/Office Administrator
	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (child or adult) becomes physically impaired	A risk assessment is in place before a child or adult returns to school following a physical impairment	As required	SLT/Office Administrator
Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges	Visually impaired people feel safe in the school grounds. Yellow edges and flashing beacons to be monitored throughout the school year.	Annually, and as new children join the school throughout the year	Site Manager
	Check exterior lighting is working on a regular basis			Site Manager
	Put black/yellow hazard tape on poles at the end of play equipment to			Class Teacher/Inclusion Lead

	help visually impaired children, if appropriate			
	Check flashing beacons that signal fire alarm activation regularly			Site Manager/Class teacher
Ensure there are enough fire exits around the school that are suitable for people with a disability	Ensure all staff are aware of the need to keep fire exits clear	Any children, staff and visitors with a disability have safe exits from school.	Daily	Site Manager/Class teacher/SLT
Accessible car parking	Ensure staff and visitors with a disability have a place to park near the entrance to the school. The gate into the playground can be opened to allow people with mobility issues/wheel chairs to access the main school building.	There is a disabled parking space available for staff and visitors with a disability throughout the school day.	Ongoing	Office Administrator
Ensure children with a disability can take part equally in lunchtime and after school activities	Discuss with staff who run clubs after school. Support would need to be available.	Children with a disability feel that they can participate in out of school clubs.	As required	SENCo/Class teacher
Ensure support staff have specific training in disability issues	Identify training needs at regular meetings	Raised confidence with staff	Ongoing	SENCo/Class teacher
Ensure children with a disability can move	Make sure the corridors/steps leading up to the hall is clear on	Children with a disability can travel	Ongoing	SENCo/Class teacher

from classrooms to the hall	obstructions. Stairs are kept clean, tidy and free from obstruction at all times.	around the school safely.		
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Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure there is clear signage in place for visually impaired, autistic or epileptic children or adults	Large signs in place that are clear to understand	Children and parents would be able to find their way around our school.	Termly	Office Administrator
Make information accessible to children (and parents) with disabilities	Liaise with the Trust Computing advisor	Children with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats.	As required	SLT
To ensure all children with ASD have access to the curriculum	Regular communication with parents. Individual multi-sensory teaching strategies used for ASD children	ASD children are able to access the curriculum.	On going	Class teacher
To review children's SEND records ensuring school awareness of any disabilities	Information is collected about and new children. Records are passed up to each class teacher.	Each teacher/staff member is aware of disabilities of children in their classes.	Annually	Class teacher

Vision impaired children are able to access classroom resources	Apps such a Zoom for children with a visual impairment to share the class teachers' computer screen.	Children who are vision impaired are able to access the curriculum fully.	Ongoing	Class teacher and SENCO
	Liaise with Sensory Support Service to consider the best technology available.			
Hearing impaired children are able to access resources	Liaise with Hearing support staff to ensure best technology is available.	Children who are hearing impaired are able to access the curriculum fully.	Ongoing	Class teacher and SENCO
	Ensure staff check that children are able to see them when they speak, and that any film clips used are subtitled where possible.			
Support staff are trained to support and include children with vision and hearing impairment	Support staff to attend specialised training from Sensory Support as and when available.	Children with vision and hearing impairment will be able to access the curriculum fully.	Ongoing	Class teacher and SENCO