



**St Ralph
Sherwin**
Catholic Multi Academy Trust



2021-2022 Accessibility Plan

Name of Academy: The Priory Catholic Voluntary Academy

*The Priory; a place to learn: have fun, grow and develop, in the light and love of Christ. Jesus said: "I am the vine; you are the branches"
(John 15:5)*

The SEN and Disability Act 2015 states that 'all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability and Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is that a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. This policy should also be read in conjunction with our Trust and School SEND policies which detail how The Priory Catholic Voluntary Academy ensures that our school is socially and academically inclusive; and that all pupils have access to the National Curriculum, in order to meet their full potential.

At The Priory Catholic Voluntary Academy, we strive to ensure that the culture and Catholic ethos of the school are such that, whatever the abilities and needs of members of our school community, everyone is equally valued and treats one another with respect. Pupils are provided with the opportunity to experience, understand and value diversity.



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Aims

The Priory Catholic Voluntary Academy aims to include all pupils, including those with disabilities in the full life of the school.

Our strategies include:

- having high expectations of all pupils
- finding ways where reasonably possible, in which all pupils can take part in the full curriculum
- planning out-of-school activities, including residential visits and excursions, so that pupils with disabilities can participate where reasonably possible
- setting an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- ensuring the physical environment of the school caters for the needs of pupils with disabilities where reasonably possible
- including disability awareness as part of our CPD programme for all staff and as part of our curriculum for pupils.

The Priory Catholic Voluntary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Whole School Improvement Plan
- Special Educational Needs Policy and SEND Information Report
- Teaching and Learning Policy



It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an action plan showing how the school will address the priorities identified.

The priorities for the Accessibility Plan for our school were identified by: • The Governing Body • Headteacher • Senior Leadership Team • School Business Manager • Site Manager

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Increase confidence of staff in differentiating for curriculum for disabled pupils.	From in service training in September 2019 on curriculum access for SEND pupils, continue good practice with updates of 1PP provision b) Assign training updates (x2) throughout each year to keep abreast of SEND requirements	Raised confidence of staff in strategies for differentiation and increased pupil participation	Ongoing	SENCo Headteacher SLT
Ensure all staff have access to specific training on appropriate disabilities and SEND.	Ensure TA's have access to specific training on appropriate disability issues	Improved knowledge, skills and confidence of all staff teaching children with a range of disabilities/SEND.	Ongoing	SENCo Headteacher SLT
Ensure all staff are aware of curriculum access for children with disabilities.	Individual access plans for disabled children in place and shared through transition.	All disabled pupils to have individual access plans with staff fully aware of plans/targets.	September each year	SENCo Headteacher SLT
Ensure all staff are aware of, and able to use IT/software to encourage access to the	Purchase of IT resources to support access e.g Big Macs/Switches, Talk to type software, Clicker etc.	IT used across the curriculum to support access and encourage engagement.	Ongoing	SENCo Headteacher SLT



curriculum for pupils with disabilities/SEND.				
Provide a Nurture group to support children with a range of SEND as part of our curriculum offer.	Nurture group in school accessible for all Year groups. Lead by KM.	Children can fully access the Nurture curriculum both indoor and outdoor developing social, physical and emotional skills.	Ongoing	SENCo Nurture Lead
Provide interventions for children with physical disabilities/impairments/PI and MSI.	Develop interventions depending on physical needs. Referrals to Physical/Sensory support service (Nottinghamshire).	Children with physical disabilities/impairments/PI and MSI make progress through bespoke interventions relevant to their needs and in line with sensory teams guidance and recommendations.	Ongoing	SENCo Headteacher SLT
Off site visits including residential visits are accessible to all.	Ensure all staff follow charging policy when planning trips and curriculum activities which incur a financial cost to ensure these are fully accessible. Ensure sites/places are fully visited to check access for all children and to discuss how children with SEND/disabilities can be best supported.	All children in school able to access school trips and take fully in a wide range of activities.	Ongoing as and when trips take place	All staff involved



Ensure children with disabilities/SEND have opportunity to participate fully in after school and lunch time activities and access PE lessons and have opportunities to represent school in competitions.	Survey participation in clubs at lunch and after school by children with disabilities– include as a key issue for action in the School PE Action Plan.	Children with a range of disabilities/SEND are confident and able to participate equally in out-of-school activities/clubs.	Ongoing	SLT SENCo Club staff PE staff/PE co-ordinator
Knowledge Organisers are adapted to provide all students with relevant and accessible information.	Support staff to create KO's that are visual, use symbols where appropriate (Communicate in Print), use of Dyslexia friendly fonts/colours.	All students will be able to access the knowledge required for all in the class as adaptation will have been made to meet the needs.	Ongoing	SLT SENCo All teaching staff



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
School is aware of the access needs of disabled children staff and parent/carers.	<p>Create access plans for pupils with disabilities that are new to school in liaison with parents/carers and outside agencies.</p> <p>Questions asked to parents/carers in regards to access for meetings, parents consultations etc via emails/letters sent home.</p> <p>Undertake confidential survey of staff and governors to ascertain access needs.</p>	<p>Individual access plans in place for all disabled pupils and all staff aware of all pupils' access needs.</p> <p>Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.</p> <p>Parents & carers able to access fully all school activities</p>	Sept 2022 and ongoing	SLT SENCo Governors
Improve access for those with visual impairments/sensory impairments.	Clear signage, use of visual symbols to support. Enlarged materials where required and use of contrast on newsletters, letters sent home. Use of Makaton, sign support where possible.	Visually impaired pupils/visitors and those with sensory impairments have full access to the school environment.	Ongoing	SLT SENCo Governors



All pupils with disabilities or high level SEND have a Personal Emergency Evacuation Plan (PEEP)	PEEP's to be written for all relevant children.	All disabled children and staff working with them are safe and confident in evacuation procedures in the event of fire.	Ongoing and reviewed	SLT SENCo Business Manager Site Manager
Plan for wheelchair access and chairlift in the event of it being required by a pupil/member of staff.	Investigate funding sources and seek advice from LA around making school accessible for a wheelchair user (staff/pupil)	School has adequate access for wheelchair users.	Sept 2022	Local Authority (LA) Directors (Trust) Governors Headteacher Business Manager
All display boards have the same backing colour, that create a calm learning environment and reduces sensory overload.	Purchase light brown backing for displays and ensure that this is used consistently across the school.	This will create a more calm, natural environment for all students supporting learning and mental health	Sept 2022	All staff SENCo



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 use specialist advice from outside agencies and resources to allow all students to meet the requirements of a lesson.	<p>Adapting books/ worksheets/ texts to ensure that children with visual needs are able to access learning – use of specialist equipment or assistive technology.</p> <p>Use of Dyslexia Friendly backgrounds on PowerPoints and activity sheets. Tactile resources where possible.</p> <p>Use of visual supports, symbols, Makaton, sign support to allow students to fully access learning.</p> <p>CPD for staff where required.</p>	<p>Students with SEND will be making more progress in line with students without SEND.</p> <p>Students with SEND will have more confidence in their ability and will have strategies in place that will support learning to reach their potential</p>	Ongoing	SENCo Class Teachers
Improve home-school communication, ensuring it is accessible for all and uses IT where possible	<p>Adapt home-school communication, ensure enlarged newsletters are available, IT use of SWAY implemented for access.</p> <p>Parents/carers understand who to contact should they require further access.</p>	Parents/carers requiring access support have full access to home-school communication.	Sept 22	SENCo Business Manager



Routes around the academy site, pathways of travel and parking arrangements with logical well signed and safe routes for disabled pupils;	Ensure paths, signage and routes are clearly accessed. Walking routes are clear and pathways around schools where possible.	The academy site is clear, open and fully accessible for all, both pupils, parents/carers, staff and visitors.	Ongoing	SLT SENCo Business Manager Site Manager