

**Accessibility Plan**

**2022 – 2025**

**Our Philosophy**

We are a Christian community working together to encourage and develop in each individual a lifelong love of learning.

At Blessed Sacrament, we acknowledge that the needs of all pupils who may have SEND, throughout or at any time during their school career, must be addressed; and their right to have access to a broad and balanced curriculum, including maximum possible access to the National Curriculum.

Our school motto is: Aim high, live life to the full.

**Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’.

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| **Area 1: to increase the extent to which disabled pupils can participate in the school curriculum.** | | | | | |
| **Timescale** | **Targets** | **Strategies** | **Outcomes** | **People involved**  **/Responsibility** | **Actions and Reviews** |
| **Short term** | To ensure children with Dyslexia and/or Visual stress have the correct material. | Differentiated/modified experiences/recording methods, assessments methods and homework to include dyslexia friendly practice and whole school strategies. For example: appropriate books with bold lines/squares and magnifying glasses for children who are visually impaired.  To include Dyslexia Friendly paper throughout the school for worksheets, coloured exercise books and coloured overlays when required.  Use of PIVATS (and BSquared in The Treehouse) assessments for assessing some children  Performance Management observations and drop in sessions by HT /SLT/Inclusion Managers Phase Monitoring and reviews SENCOs ensure all children are included in all areas of school life  LSAs to be included in performance management | All children to access well planned learning experiences  Pupils can demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities | Pupil’s class teacher  Support staff  SENCO |  |
| **Short term** | To continue to provide high quality opportunities and support for children with SEN/disabilities. **This now includes our pupils in The Treehouse**. | Ensure continuity of provision and that 1-1 or small group support is provided (within and outside the classroom) for individuals identified by CT’s and LSA’s and assessed and reviewed termly. Provision includes “off target” children and those with a specific diagnosed SEN | Children are identified early and necessary action is taken to move learning forward. Group work is relevant and appropriate to children’s needs | Continued assessment, monitoring and review termly |  |
| **Short term** | To continue to provide high quality opportunities and support for children with SEN/disabilities (cont’d) | Children’s Personal Learning Plans to be written using EduKey and are reviewed termly with the Inclusion Manager and discussed with parents at Parents Evening.  Interventions are also to be formally logged and reviewed on Edukey. | Groups are monitored and reviewed regularly to ensure progress Focus for group work is discussed by SENCOs , Phase Leaders and LSAs to ensure it is relevant and appropriate Regular meetings (TAFs, EHAT Reviews etc.) take place between SENCOs, parents and outside agencies to discuss individuals’ progress  Regular updates given to Head, Leadership Team and Senior Management Team on individuals, groups etc. This is done during SLT and LMT meetings. SENCO and SEN governor meet regularly to discuss SEN concerns. | Continued assessment, monitoring and review half termly |  |
| **Medium term** | For teachers to support children with Dyslexic Difficulties | SENDCO to support staff in the delivery of using dyslexic strategies to support the children in the classroom.  SENISS staff to advise all staff. | Pupils will hopefully be able to use the strategies they have been taught so that they can fully access the curriculum and have a positive impact in their learning  Improved participation and attendance for targeted individuals. | Class teacher  Support staff  SENCO |  |
| **Long Term** | School to qualify for the Local Authority’s Dyslexia Friendly status award. | Whole school training including all TA’s during Twilight sessions.  All staff to complete evidence booklets. | School to achieve Quality Marks. | Whole school staff |  |
| **Long term** | To complete the Inclusion Charter Mark | Continued development of provision for children in relation to additional and complex needs | Inclusive practices in school are enhanced, further developed and recognised as good practice within the LA  All practices related to this are reviewed termly as part of the approach to SEND and inclusion | Whole School |  |
| **Long Term** | Whole school environment to be appropriate for children with neurodiversity difficulties including sensory needs. | Staff to change colours, wall displays, backing papers to produce low arousal, dyslexia friendly approaches/displays.  Together Trust to complete sensory audit of the mainstream school and the Treehouse. | Inclusive practices in school are enhanced, further developed and recognised as good practice within the LA  Environment is more appropriate to support children with ADHD/ASD/Dyslexia type difficulties.  All classrooms display are compliant and consistent across the mainstream school and The Treehouse. | Whole school staff |  |

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| **Area 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.** | | | | | |
| **Timescale** | **Targets** | **Strategies** | **Outcomes** | **People involved**  **/Responsibility** | **Actions and Reviews** |
| **Short term** | Ensure all people with a disability can be safely evacuated. | Ensure there is a personal emergency evacuation plan for all pupils with a disability.  Ensure all staff are aware of their responsibilities in evacuation.  If a person uses a wheelchair they must not be in a classroom whether the emergency exits are down steps. | All pupils and staff with disabilities are safe in the event of a fire.  There is constant supervision for pupils with disabilities who need help in the event of an evacuation.  All wheelchair uses can be evacuated quickly, easily and safely. | SENCO  Class Teacher  SLT |  |
| **Medium term** | Ensure everyone has access to whole school areas including Y6. | To ensure that there is nothing preventing wheelchair access.  Check the external and internal doors are wide enough for a wheelchair.  Provision of appropriate seating. | All visitors feel welcome.  Visitors can sit down if waiting for staff.  Wheelchair users can access the building with ease. | SENCO  Caretaker  SLT |  |
| **Long term** | The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with disabilities. | To create access plans for individual disabled pupils as part of the Support Plan process (when required).  All staff are aware of staff, governors and parents access needs and meet as appropriate.  Consider access needs during recruitment process. | Support Plans in place for pupils with disabilities and all staff are aware of pupil’s needs.  All staff and governors feel confident that their needs are met.  Parent/carers have full access to school activities.  Access issues do not influence recruitment and retention. | SENCO |  |

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| **Area 3: To improve the delivery of information to disabled pupils and parents.** | | | | | |
| **Timescale** | **Targets** | **Strategies** | **Outcomes** | **People involved**  **/Responsibility** | **Actions and Reviews** |
| **Short term** | To ensure the SEND information is up-to-date on the school website and is easily accessible | Gain feedback about the website from external agencies. Work with the website designer to make necessary changes. | Website is seen as an example to others. Website is fully accessible and compliant. | SENCO  Website designer  Company who complete website audit |  |
| **Medium term** | To improve the non-fixed signage around the school with particular regard to a visual/pictorial format for the benefit of those with communication difficulties/EAL. | Review all current non-fixed signage and evaluate its accessibility.  Renew signage which is not easily interpreted.  Subscribe to translator website which can translate information for parents. | Any person who enters the school with communication difficulties or EAL will find information easier to access. | SENCO  Caretaker  Headteacher |  |
| **Long term** | To undertake a full review of all methods of communication to parents, pupils and other agencies. | Monitor current provision and gather views from the wider community. | Improvements in the quality, consistency and accessibility of all forms of communication with pupils, parents and other agencies. | Headteacher  SENCO  Admin team |  |