

# Abbey Catholic Primary School



## Accessibility Policy

Last Reviewed Summer Term 2022

Next Review Date Summer Term 2025

## **Accessibility Plan**

### **Abbey Catholic Primary School**

We are committed to providing a fully accessible environment which 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.

The Abbey Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to improve the access, progress and participation for children in the following areas:

- with communication and interaction needs.
- with sensory and physical needs
- with cognition and learning needs
- with social, emotional, mental health needs

The accessibility Plan should be read in conjunction with the Schools' Policies, strategies and other documents.

## Accessibility Plan

**School Name** Abbey Catholic Primary School

**Dates: From** Summer Term 2022 **To** Summer Term 2025 **(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		
To improve access, progress and participation for children with communication and interaction needs.	C//E	For SALT to work with SAL lead and CT to screen all children entering into reception and other children requiring additional SAL provision.	SENCo/ SAL lead	SALT Wellcomm language program Standardised language assessments.	SALT reports DATA SAL reports Improved 'higher quality' teaching - observations	Termly Lesson Obs Termly data collection Ongoing SAL lead to meet HT termly to review and update SEF.
		To use standardised assessment tools to screen pupils who require support with social interactions.	SENCo/ Mentor	Motional	Provision Maps to document; Targets, Baseline, Strategy and Outcomes	Termly assessm ents.
		To mentor children with communication needs.	Mentor SENCO	Sensory toys Variety of resources relating to specific need.	CPOMS Discussions with parents 4+1 review sheets from parent's evening.	Daily mentorin g. Termly reviews.

		To secure long-term funding for 1-to-1 support staff for pupils with complex additional needs.	HT SENCo	LA funding School Budgets	School Budget plan	Annual
		To work with CSEL to explore long term vision of Multi-academy to establish and deliver appropriate provision for those who mainstream education is not sufficient.	HT SENCo CSEL	LA funding MAC long term vision	MAC Long term vision Planning Meetings	Annual
		To establish effective professional relationships with Specialist provision (including resource bases) to enhance practise and provision within the whole school.	SENCo	External links.	Enhanced provision. Staff CPDF Meeting outcomes	Termly

To improve access, progress and participation for children with sensory and physical needs	E	To work with the Visual Impairment team to review and improve provision for those with visual impairment.	SENCo CT SLT Visual Impairment Team IT technician	Computer software	Software to link Tablet and IWB installed in relevant classrooms and whole school areas (Hall)	Termly
		Develop and Maintain Sensory Space within School	SENCO	Budget dependable	Day to day use.	Ongoing
		Develop and Maintain high quality physical provision	SENCo PE Lead Sports Apprentice	Sports Premium PE Budget PTFA donation	High quality sport provision at Breaktime and Lunchtime  Maintain Outdoor Gym equipment  Install brand new Trimtrail and Clamber Stack	On-going

To improve access, progress and participation for children with cognition and learning needs	C/E	Maintain the 'bus library' on the playground.	SLT	Green bus Shelves/units Books	Bus maintained on the playground.	On going.
		To continue provision from roots to shoots across the whole school curriculum.	SLT	Adam from roots to shoots.	Maintenance of crops in green house. Feedback from children Enrichment of 'hands on' learning.	On going.
		To develop and imbed a cooking curriculum across school.	SLT	Health4Life grant Cooking equipment Perishables.	Pupil Voice Learning Journals	On-going
		To develop and imbed the curriculum to address mental health issues throughout the year.	SENCO Pastoral team Mental health team.	Access to children's mental health resources eg website links/lesson plans Peacemakers documents.	Action plan Updated Peacemakers long term planning. Assembly power points Learning journals.	2022-2025
To improve access, progress and participation for children with social, emotional, mental health needs	C/I	Whole school Trauma Informed attachment awareness training	SENCO Mental health team SLT EP service	Audit resources Resources identified from audit. Staff and pupil questionnaires	Improves mental health provision throughout the school.  Audit and action plan of SLT and EP.	Ongoing from 2022-2025

		Use of Beacon School support services -Behaviour training -ADHD workshops for parents	SENCO Mental health team SLT Beacon School support	Access to Beacon School support.	Feedback from staff/parents Less incidents of anxiety n school (CPOMs)	Ongoing.
		Rainbows bereavement program	SENCO	Rainbows Journals.	Pre and Post questionnaires with children to show impact. Pupil voice.	ongoing
		To use Look Good, Feel good with mentoring children.	Mentor	Look Good, Feel good program	Pre and post questionnaires which show impact. Pupil voice.	On-going

Reviewed, agreed and approved at the governing body meeting

### Key

Abbreviation	Meaning
CSEL	Catholic Senior Executive Leader (Multi-Academy role)
SLT	Senior Leadership Team
SENCO	Special Educational Needs Co-Ordinator
CT	Class Teacher

<b>HSE</b>	<b>Health and Safety Executive</b>
<b>SEND</b>	<b>Special Educational Needs and Disabilities</b>
<b>SAL/SALT</b>	<b>Speech and language/Speech and language Therapist</b>
<b>ASC</b>	<b>Autistic Spectrum Condition</b>
<b>AET</b>	<b>Autism education Trust</b>
<b>SBM</b>	<b>School Business Manager</b>
<b>ITP</b>	<b>Individual Target Plan</b>
<b>TA's</b>	<b>Teaching Assistant's</b>
<b>SEMH</b>	<b>Social, emotional mental health.</b>
<b>EP</b>	<b>Educational Psychologist</b>