



## Accessibility Plan

St. Sebastian's R.C. Primary School 2021 - 2024

<b>Priority 1: Environment</b> <b>Making reasonable anticipatory adjustments</b>		<b>Priority Target: To improve the physical environment including the sensory resource/facilities on site.</b>		<b>Priority coordinator</b> <b>SENCO Coordinator, HT, School Business Manager</b>	
<b>Objectives</b>	<b>Actions (Processes)</b>	<b>Success criteria (Outcomes)</b>	<b>Monitoring arrangements (Outputs)</b>	<b>Evaluation process and time line</b>	<b>Resources/Costs (Input)</b>
Continue to make reasonable adjustments to the physical environment/Nurture rooms to enable pupils with disabilities to fully participate in the curriculum	Purchase specialist resources/equipment/furnishings, including IPADS for IDL. Redecorate both Nurture rooms to provide calm atmosphere. Check Led natural lighting remains appropriate specification. Replenish essential equipment, such as coloured acetates, visual timetables, pen grips, playdough, etc. Timetable Nurture rooms. Revisit Calmer Classrooms training with staff. Order natural hessian backing as required for display. RM to download appropriate software as required.	Continued improvements to the physical environment made and nurture rooms replenished and modified to suit needs.  Sensory offer is maximised.  Nurture rooms are in use.  Intervention groups taking place with new digital technology.  ICT programmes, such as Clicker utilised for those pupils with hypermobility/having difficulties with recording information.	Headteacher/School Business Manager/SENDCO/EYFS Lead to monitor ongoing.	Spring 2022	See School Building Refurbishment Costing Plan
<b>Priority 2: Information</b>		<b>Priority Target: To ensure that all with disabilities can access information on an equal basis.</b>			
Ensure needs of those with medical/sensory /physical needs are met	Continue to provide pupils, parents/carers with documentation in the appropriate format as required (coloured backgrounds, enlarged print...) Ensure signage around school and in class is accompanied by pictures where necessary. Ensure pupils with auditory/visual/medical needs are in suitable seating positions in class. Maintain up to date medical records	Continued adjustments matched to pupil need (Google translate on website, various formats of documentation made available, classroom organisation modified).  Medical Plans updated and managed.  CPOMS categories modified and incidents are tracked - target zero.	Headteacher/SENCO/Office staff to ensure plans are shared, implemented, reviewed.  Office Staff maintaining medical information obtained from parents.	Termly	SENCO/office staff parent medical meetings.  First Aid training updated x 2 staff.

	<p>Ensure pupils with <i>Medical Plans</i> have access to medicines and emergency supplies and parents maintain medicines in date.</p> <p>Ensure staff are aware of <i>Medical Plans</i> of other staff and pupils and emergency procedures.</p> <p>Prepare individual <i>Risk Assessments/ Personal Evacuation Procedures</i> for pupils with specific disabilities (including those with <i>SEBD</i>), paying particular attention to extra-curricular activities and trips.</p> <p>Provide updated training for staff (asthma etc).</p> <p>Ensure <i>CPOMS</i> reporting procedure captures any incidents of harassment or discrimination.</p>				
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Priority 3: Curriculum Raising attainment of specific pupil groups and promoting equality through an enriched curriculum		Priority Target: To ensure that all pupils with disabilities can access the curriculum on an equal basis with their peers. To improve the outcomes in reading, writing and mathematics for pupils with SEND (School Development Plan 2021-22).		Priority coordinator SEN Coordinator/Subject Coordinators	
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Evaluation process and time line	Resources/Costs (Input)
<p>Boost performance of specific group: SEND</p> <p>Ensure achievement of age-related expectations of specific groups</p>	<p>Analyse performance data of specific groups in subject areas.</p> <p>Identify barriers to learning through robust diagnostic assessment.</p> <p>Set suitable targets in Reading, Writing and Maths in particular</p> <p>Ensure well matched intervention takes place to boost performance. Purchase Shine Intervention Tool in Maths. Utilise Think Good, Feel Good programme for SEMH.</p> <p>Monitor attendance and punctuality of pupil groups (SEND).</p> <p>Kagan cooperative learning training to take place.</p> <p>Subject leaders to review curriculum is fit for purpose and cater for the needs of pupils with disabilities without discrimination.</p>	<p>SEND pupils make progress in line with their previous standardised score.</p> <p>Areas for development identified and targeted intervention implemented.</p> <p>Teachers using Assessment for Learning process to act on misconceptions as soon as possible.</p> <p>Additional intervention in place. Pupils well supported.</p> <p>Staff trained in inclusive cooperative learning.</p> <p>Social, emotional mental health interventions included in programme.</p>	<p>Teachers to monitor pupils progress towards targets through work scrutiny</p> <p>HT/Assessment Lead to hold Pupil Progress meetings end of Autumn, Spring, Summer.</p> <p>Question level gap analysis used in termly tests.</p> <p>Subject leaders to review curriculum intent, policy and practice in whole school monitoring cycle.</p>	<p>SDP review, Analysis of end of Key Stage results - HT/SENCO/SLT Annually</p>	<p>SENCO/Assess coordinator release time x 1 1/2 days per year</p> <p>3 days HT/DH</p> <p>Caritas x 1 day per week</p>
<p>Maximise learning opportunities to challenge stereotypes, promote positive attitudes to equality</p>	<p>Use the Arts as a vehicle to promote tolerance, understanding and community cohesion.</p> <p>Provide quality texts to challenge bias.</p> <p>Provide opportunities to explore issues around equality within the curriculum Key Stage Workshops E-Safety, Cyber bullying.</p> <p>Hold special assemblies.</p> <p>Ensure groupings, activities and questioning are 'disability friendly'. Use 'Pupil Voice' to support pupils in articulating their needs/aspirations.</p> <p>Deliver relevant staff training.</p>	<p>Community cohesion, gender roles etc explored through Arts projects (Lowry project, Dance, Shakespeare...)</p> <p>Staff selective about resources, draw out key issues within texts</p> <p>Staff proactively planning opportunities to enable pupils to discuss, debate, evaluate issues of equality</p> <p>Whole school community brought together to promote understanding and tolerance (Language Day, Chinese New Year, World Book Day...)</p> <p>All are prompted to participate fully in activities, e.g. sporting activities</p>	<p>Subject coordinator to monitor projects, review resources, quality of learning outcomes in books</p> <p>Audit participation of pupils with disabilities in all aspects of school life.</p> <p>Questionnaires from pupils to review at the end of specific projects</p>	<p>Coordinator/HT/SLT to review outcomes of projects on completion</p>	<p>Cost of curriculum specialists</p> <p>Time for coordinators</p> <p>NSPCC Workshops KS2</p> <p>2<sup>nd</sup> lang coordinator 1-day planning/prep/evaluate</p> <p>Staff INSET x 2 twilights</p>

<p>Promote positive attitudes/British/gospel values towards diversity and those less fortunate</p>	<p>Organise community events and charitable acts.</p> <p>Raise awareness of world religions.</p> <p>Celebrate the achievement of well-known people from diverse backgrounds, faiths and people who have disabilities</p> <p>Invite speakers/CAFOD volunteers to raise awareness of/make links with those less fortunate in other countries.</p>	<p>Ethos of empathy and cultural understanding established</p> <p>Increased empathy for those who have overcome difficulties to succeed.</p> <p>Appreciation of local/global need.</p>	<p>HT/SLT/Coordinator to monitor effectiveness of teaching and learning re: disability and diversity</p>	<p>Ongoing</p>	<p>Time for coordinators</p>
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