

## *The Accessibility Plan for St Brigid's Catholic Primary School (from 2025 to 2027)*



### **Overview**

Under the provisions of the Equality Act 2010 this school recognises the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our Disability, SEND and Single Equality Policies. In line with those policies we will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age

## Objectives

1. Increase the extent to which SEND and disabled pupils can participate in the curriculum;
2. Improve the physical environment of the school to enable SEND and disabled pupils to take better advantage of education, benefits, facilities and services provided;
3. Improve the availability of accessible information to SEND and disabled pupils

## Strategy:

1. The school will identify the nature of the school population including pupils already in school and moving through it and the nature of the future intake using advance information from other settings (pre-school/primary school)
2. The school will audit the strengths and weaknesses in working with disabled pupils to include; the level of staff awareness of Equalities legislation; areas of the curriculum to which disabled pupils might have limited or no access
3. The school will review the opportunities for the participation of disabled pupils in after school clubs and school visits
4. The school will review the building and identify parts of the school to which disabled pupils have no or limited access
5. The school will consider the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines and the physical environment of the school
6. The school will review the ways in which information is currently provided for disabled pupils
7. The school will report its findings to key stakeholders without breaching confidentiality
8. The plan will be informed by the views and aspirations of disabled pupils themselves, their families and the priorities of the local authority

## Overview - The plan:

The access plan will be very specific to this school based on the information gathered and consultation results. The plan will address the three areas of improving access to;

- 1. The physical environment** The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The core aim is to improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- 2. Access to education, benefits, facilities and services** The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The core aim is to always increase the extent to which disabled pupils can participate in the curriculum
- 3. Access to information usually provided in written form, and it will set out strategies for funding, monitoring, evaluating and reviewing the plan** Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

***The definition of disability under the law is a wide one.***

- *A disabled person is someone who has a physical or mental impairment which has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*
- *The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.*
- *If a person has been disabled in the past (for example, those recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.*

## Access Plan

### Part 1

*Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services*

<b>Aim/Objectives (state short, medium or long-term objectives)</b>	<b>Actions to be taken</b>	<b>Who is responsible?</b>
<p><i>Improving and maintaining access to the physical environment.</i></p> <p><i>To take into account the needs of pupils, staff and visitors who are visually impaired (including dyslexic and ASC requirements) when planning redecorating/display work within the school.</i></p>	<p><i>Advice to be taken re-lighting and colour schemes before any further decorating takes place.</i></p> <p><i>Displays consider requirements of VI in terms of text size and font, positioning and colour.</i></p> <p><i>Considerations made to the needs of dyslexic and ASC learners when presenting work.</i></p>	<p><i>Headteacher – R Tyler</i></p>
<p><i>To review the size and layout of all areas of the school-including all academic, sporting, play areas and the assembly hall/ library to ensure that they allow access to all pupils</i></p>	<p><i>Headteacher to conduct review and identify areas for development</i></p>	<p><i>Headteacher – R Tyler</i></p>
<p><i>Review access arrangements annually or as required</i></p> <p><i>To allocate the most suitable classrooms for pupils with disabilities</i></p>	<p><i>When classrooms are allocated to year groups at the beginning of the academic year, physical accessibility for pupils should be factored in.</i></p>	<p><i>Headteacher – R Tyler</i></p> <p><i>SENDCo – Mrs Hunter &amp; Mrs Richards</i></p>
<p><i>To improve changing and personal care facilities</i></p>	<p><i>Contact Archdiocesan Surveyor for survey and advice.</i></p> <p><i>Interim resources of paediatric changing mat and sealable disposable bin sourced. Clinical waste collection in place.</i></p>	<p><i>Headteacher – R Tyler</i></p>

### Part 2

## Access to the curriculum and learning

Aim/Objectives (state short, medium or long-term objectives)	Actions to be taken	Who is responsible?
To ensure that all staff have appropriate training on the needs of Neurodiverse pupils	SENDCo/specialists to deliver training across 2025-27 All staff including teaching assistants to have a greater understanding of the varying needs of Neurodiverse pupils	SENDCo – Mrs Hunter & Mrs Richards
Review classroom layout to ensure that classrooms are optimally organised to cater for the needs of disabled pupils	SENDCo to review class if and when needed so that potential need for changes in classroom layout are identified in preparation for disabled pupils	SENDCo – Mrs Hunter & Mrs Richards Headteacher – R Tyler
All areas of the curriculum are available to disabled pupils.	Staff/Parents identify barriers to learning Act on OT/ specialist reports and information from Plan, Review and Do meetings Annual audit of resources	SENDCo – Mrs Hunter & Mrs Richards Headteacher – R Tyler
To liaise with preschool providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision To liaise with pre-school providers to prepare for the new intake of children into Foundation each year To ensure staff have received adequate training before each new school year Starter packs for new pupils provided to each family in the summer term includes school information, activity ideas, and information about school day Head Teacher and Teachers meet all pupils either in person or virtually before school term. Small group, tour of school and outdoor stay and play visits arranged.	SENDCo – Mrs Hunter & Mrs Richards, EYFS Lead – Mrs Richards EYFS Admin
To communicate with parents and pupils, joining school from Year 1 – 6 in year transfers	Information forms/ policies/ provided from school office Headteacher/ Teacher(s) introduce themselves to new pupils through school tour evening and home learning platform prior to the pupil starting at school.	Admin Headteacher – R Tyler
Effective communication and engagement with parents.	Termly meetings with parents/carers. Home-School agreement issued to all parents	Admin Teaching staff

	<p>Parent Mail Messaging utilised</p> <p>Parents' needs analysed by questionnaire at induction</p> <p>Provision in place to communicate with both parents in event of split families. Communicate between teacher and parents/pupils via email or Teacher to Parents App</p> <p>Office staff responding to phone calls and emails each day – passing on messages to teachers.</p> <p>Daily, weekly phone calls or door step visits to support attendance</p> <p>Attendance Officer coordinates contact with vulnerable pupils</p> <p>Parents Evening either face-to-face or virtual x 3 per year, including reports</p>	<p>Learning Mentor</p> <p>Headteacher – R Tyler</p>
<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision</p>	<p>Adhere to personalised care plan for individual children</p> <p>Visual timetables updated daily</p> <p>Adapted sessions – according to ability.</p> <p>All children given opportunities to access all out of school activities</p> <p>Visually impaired children sit at front of room</p> <p>Staff training includes epi-pen, dyslexia, literacy, diabetes care etc.</p> <p>Actions, including emergency evacuation procedures, are clear and staff are capable of carrying them out.</p>	<p>Teaching staff</p> <p>Learning Mentor</p> <p>Headteacher – R Tyler</p> <p>SLT</p> <p>Welfare team</p>
<p>Effective use of resources to increase access to the curriculum for all pupils</p>	<p>Strategic deployment of support staff/inclusion teacher</p> <p>Use of Interactive technology as aid</p> <p>Staff training needs reviewed annually</p> <p>Table team work – mixed abilities working together.</p> <p>Work sessions based on curriculum</p> <p>Lesson plans developed through Progression Maps managed by Subject Lead</p> <p>Staff meetings review consistent teaching levels.</p>	<p>SENDCo – Mrs Hunter &amp; Mrs Richards</p> <p>Subject leads</p> <p>Teaching staff</p> <p>Learning Mentor</p> <p>Headteacher – R Tyler</p> <p>SLT</p>

	<p>Pupils given verbal positive feedback for every piece of work at point of learning Intervention sessions with staff and small working groups for those in school.</p> <p>Specialist support from specialist services</p>	
<p>Adaptation to the curriculum to meet the needs of individual pupils.</p>	<p>Pastoral support, timetable adaptations</p> <p>Individual OT programmes</p> <p>Speech and language therapy programmes Training for staff</p> <p>Classroom walls uncluttered and carefully selected colours responding to neuro diverse needs</p> <p>Sassoon Penpals fonts used as appropriate in conjunction with wall displays</p> <p>Statutory testing adaptations include: Braille, enlarged text, allowing extra time for slow reader</p> <p>Memory activities promoting retrieval of information.</p>	<p>SENDCo – Mrs Hunter &amp; Mrs Richards</p> <p>Subject leads</p> <p>Teaching staff</p> <p>Learning Mentor</p> <p>Headteacher – R Tyler</p> <p>SLT</p>
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>iPads/Laptops available to support children with difficulty recording their work.</p> <p>Coloured overlays for pupils with visual difficulty (Reading rulers/ overlays)</p> <p>Specially shaped pencils and pens for pupils with grip difficulty.</p> <p>Use of wedge/wobble cushions</p> <p>Use of writing slopes for children with fatigue problems or physical disability</p> <p>Use of weighted blankets for children with sensory dysregulation difficulties</p>	<p>SENDCo – Mrs Hunter &amp; Mrs Richards</p> <p>Subject leads</p> <p>Teaching staff</p> <p>Learning Mentor</p> <p>Headteacher – R Tyler</p> <p>SLT</p>

### Part 3

#### Access to information usually provided in written form

<b>Aim/Objectives (state short, medium or long-term objectives)</b>	<b>Actions to be taken</b>	<b>Who is responsible?</b>
To ensure that information can be provided in simple language for pupils, parents and prospective parents	Review the use of language in letters SENDCo to meet with parents/carers on a regular basis who have been identified as having difficulty with standard forms of printed information to explain letters/information. Communication is available in electronic format. Highlight on all school documentation that goes to parents that it is available in larger print on request.	Headteacher – R Tyler SENDCo – Mrs Hunter & Mrs Richards SLT Learning Mentor
To ensure that in whole class teaching information is presented in a variety of different ways- concrete, pictorial and written	Staff to review planning and environment	Headteacher – R Tyler SENDCo – Mrs Hunter & Mrs Richards Teaching staff