



**Accessibility Plan Template for St Ralph Sherwin Catholic Academies
2022-2023 Accessibility Plan**

St Philip Howard:

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure a personalised approach to differentiation where needed.	Monitor quality of differentiation and provision for SEND pupils.	Teachers have an in-depth knowledge of their pupils and, as a result, adapt and personalise the learning to meet the needs of all pupils. All pupils are able to fully access the curriculum. All teachers are able to fully meet children's needs in accessing the curriculum. Increased access to the curriculum and better outcomes for pupils	Ongoing as part of weekly SEND bulletin, learning walks and monitoring cycles.	SLT, SENCO
To identify and implement highquality interventions, where needed.	Monitor current interventions and their success/impact on progress. Purchase additional resources where needed.	Additional resources are explored carefully to ensure they will benefit the children's academic progress once implemented. Monitoring will demonstrate that the interventions are having a positive impact on pupil outcomes.	Completed termly or part way through intervention.	SLT, SENCO



To organise classrooms to promote the participation and independence of all pupils	Monitor teaching, inclusive of reviewing resources to ensure that lessons meet the needs of all pupils in the class. Classrooms are organised to promote the participation and independence of all pupils.	Learning environments are considered carefully, to ensure they are accessible to pupils with impairments e.g. hearing or visual. Increase in all pupils accessing the curriculum	Ongoing as part of weekly learning walks and monitoring	SLT, SENCO, All staff
To develop a programme of staff training to support pupils with SEND – focus on key areas of need within the school e.g. medical.	SENCO and external agencies to deliver training to all staff.	Staff members have the skills to support children with SEND and medical needs. Staff fully trained to support specific and individual needs of pupils.	Regular cycle of SEN staff meetings and CPD cycle	SENCO
To liaise with primary feeder schools for Y6 leavers.	Identify pupils who may need adapted or additional transition. Enhanced and bespoke transition programmes for individuals and groups.	Provision set in place for September start	As required Summer term	SENCO, Transition co-ordinator, Pupil and Family support worker
To include pupils with a disability, medical condition or other access needs as fully as possible in the	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and	Pupils to have access to wider curriculum and positive experiences. Pupils feel included across the curriculum.	Ongoing	SENCO, SLT, All staff



wider curriculum, including trips and residential visits, as well as extra-curricular provision.	implement training when needed.			
To make better use of IT equipment to support pupils across the curriculum.	Laptops to be available to individual pupils to have greater access to learning and to be able to access and record work in appropriate ways.	Pupils more confident in recording works in different formats. Increased skills in touch typing / reader pens / dictation.	Ongoing	SENCO
All school visits and trips to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Ensure pupils with a disability can participate in residential e.g. PCL Ensure a timely risk assessment is completed.	All pupils are able to access all school trips and take part in a range of activities.	Ongoing	SENCO, SLT, Trip Leader
Increase access to the curriculum for pupils with a disability.	All children have access to a broad and balanced curriculum delivered through quality first teaching and personalised learning. The curriculum is reviewed to ensure all children make	Update the knowledge organisers and skill sheets to ensure they are accessible for all learners.	Annually	Subject Leaders, SLT



	progress towards challenging objectives.			
Identify pupils requiring SEND provision and additional support.	Provision identified as early as possible in pupil's school career.	Appropriate provision to meet these pupil's needs will be provided.	Ongoing	SENCO, TAs and all teachers
To monitor attainment of all pupils (including SEND and gifted and talented pupils.	Progress is made from their starting. Teachers have ambitious expectations.	Pupils are chosen/elected to lead their peers e.g. class captain, school counsellor.	Termly/annually	Head of Departments, SLT
Ensuring that pupils with a disability, are pupil premium or EAL are represented within the school.	Identify pupils for leadership roles.	Children are chosen/elected to lead their peers e.g. class captain, school counsellor.	Termly/annually	Heads of Departments and Heads of Year, SLT



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
To maintain safe and clear corridors/thoroughfares and classrooms.	Keep clear of obstructions, impeding access.	One-way systems in place. Clear walk ways to have calm and quite corridors where possible for sensory needs.	Daily checks	Maintenance Team, SENCO, SLT
Develop sensory / attachment aware space.	A purpose built one to one intervention area where pupils can benefit from nurture opportunities.	Identified pupils will receive additional support – these pupils are predominantly disadvantaged. Pupils' self- esteem will increase as a result of this support and self-regulation.	September 2023	SENCO, Family Support worker
Ensure pupils with a disability can take part equally in lunchtime and after school activities.	Discuss with staff who run clubs after school. Support would need to be available.	Children with a disability feel that they can participate in out of school clubs.	As required	SENCO, DSL, SLT
Ensure support staff have specific training in disability issues.	Identify training needs at regular meetings.	Raised confidence with staff.	Ongoing	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 ensure availability of written material in alternative formats when specifically requested.	The school is aware of the LA services available for converting written information into alternative formats. The school, in turn, will continue to research further strategies to support.	School will be able to provide written Information in different formats when required. Becoming a dyslexic friendly school all paper to be buff.	Septmeber 2023	SENCO
To ensure there is clear signage in place for visually impaired autistic or epileptic pupils or adults.	Large signs in place that are clear to understand.	Pupils and parents would be able to find their way around school.	September 2023	Maintenance Team, SENCO
To review pupil's SEND records ensuring school awareness of any disabilities.	Information is collected about new pupils. Records are accessible to all staff.	Each teacher/staff member is aware of the disabilities of children in their class.	Annually - Ongoing	Key Workers, SENCO

