

St Clare's Catholic Primary School



Accessibility Plan

2021 - 2024

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’.

Area 1: Accessing the Curriculum					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – May 2022	To ensure accessibility materials are available for Visually Impaired (VI) children.	Collate an up-to-date list of children with VI. Ensure all staff are able to use photocopier to enlarge texts. Print on cream paper.	All children, whether VI or not, can assess all information within their curriculum. Children with VI have appropriately large print materials and equipment to enable them to access all subjects.	Pupil’s class teacher Support staff SENDCO	

<p>Medium term</p> <p>Completion – September 2022</p>	<p>To help pupils overcome anxiety as a barrier to access the curriculum.</p>	<p>All staff to take part in mindfulness training.</p> <p>SENDCO to support staff in the delivery of mindfulness sessions within class.</p>	<p>Pupils will hopefully be able to use the strategies (mindfulness) they have been taught so that they can fully access the curriculum in a calm state.</p> <p>Improved participation and attendance for targeted individuals.</p>	<p>Class teacher</p> <p>Support staff</p> <p>SENDCO</p>	
<p>Long term</p> <p>Completion – August 2024</p>	<p>To improve curriculum ICT access for all pupils with disabilities.</p> <p>To set up laptops so that the keyboards will enable pupils with disabilities to work effectively.</p>	<p>Refresh and update ICT equipment.</p> <p>Agreed resources will be implemented in line with pupil's needs.</p>	<p>All pupils with disabilities overcome this barrier to their learning.</p> <p>Pupils will have a range of options for how they want to complete written tasks (write or type).</p>	<p>SENDCO</p> <p>Pupil's class teacher</p> <p>Consideration of succession planning for when the pupils moves to the next class.</p>	

	To teach touch typing to pupils who have significant difficulty with handwriting.				
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Area 2: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – January 2022	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.	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.	SENDCO Pupil's class teacher	

		If a person uses a wheelchair they must not be in a classroom whether the emergency exits are down steps.	All wheelchair users can be evacuated quickly, easily and safely.		
Medium term Completion – August 2022	Ensure everyone has access to reception area.	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. Ensure bell is at an appropriate height for wheelchair users	All visitors feel welcome. Visitors can sit down if waiting for staff. Wheelchair users can access the building with ease.	SENDCO Caretaker	

		to get the attention of office staff.			
Long term Completion – August 2024	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.	SENDCO	

Area 3: Access to Information

Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
<p>Short term</p> <p>Completion – December 2021</p>	<p>To ensure website is fully compliant with 2010 Equality Act.</p> <p>Photo explanations of text.</p> <p>Appropriate use of colour, video and audio.</p>	<p>Gain feedback about the website from external agencies.</p> <p>Work with the website designer to make necessary changes.</p>	<p>Website is seen as an example to others.</p> <p>Website is fully accessible and compliant.</p>	<p>SENDCO</p> <p>Website designer</p> <p>SEND specialist team</p>	
<p>Medium term</p> <p>Completion – May 2022</p>	<p>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.</p>	<p>Review all current non-fixed signage and evaluate its accessibility.</p>	<p>Any person who enters the school with communication difficulties or EAL will find information easier to access.</p>	<p>SENDCO</p> <p>Caretaker</p> <p>Headteacher</p>	

		Renew signage which is not easily interpreted.			
Long term Completion – August 2024	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 SENDCO Admin team	