



## Accessibility Plan

School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

The arrangements to support the curriculum:

Issue	Arrangements	Who
Effective communication and engagement with parents	Termly meetings with parents/carers Provision Maps Annual Review meetings with SENDCo	Teaching staff and SENDCo
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of teaching assistants Use of ICT as appropriate to the child, e.g.: Clicker & Communication in Print Purchase and allocate other resources as needed, e.g.: wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, chew/fiddle toys	Teaching staff and SENDCo
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations, individual Speech and language therapy programs, specific training in word processing skills through Nessy Fingers & Junior Type, use of access arrangements for assessment/National tests	Teaching staff and SENDCo
Training for staff on increasing access to the curriculum for all pupils	Birmingham Toolkit, Intimate care, training, training from SALT, ASD, Ed Psych, lead professionals and outside agencies. Access to courses, CPD support from Sheffield Catholic Schools Partnership, Learn Sheffield, Fusion and Locality F schools. Online resources for CPD shared with staff. Ongoing guidance from specialists e.g. continence nurse etc.	SLT and SENDCo
Improve educational experiences. Including: All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Accessibility and inclusion is taken into account when booking trips and activities. Risk assessments are undertaken where appropriate. Providers will comply with all legal requirements. Any specialist equipment needed to allow a child to access an education activity or club is arranged for. Specialised transportation is booked when appropriate.	All staff

The arrangements to support physical development:

Issue	Arrangements	Who
Access into and around school and reception to be fully compliant	Designated disabled parking if required. Wide doors and corridors. Maintain wheelchair accessible toilets with clinical waste bins. All classrooms are wheelchair accessible and ramps allow access to all areas of the school grounds. The Hive (our Integrated Resource) has a purpose built toilet for children with physical disabilities with a hoist and a shower.	SLT, Business Manager and Caretaker
Maintain safe access around exterior and interior of school	Ensure that pathways are kept clear of vegetation. Awareness of flooring, furniture, and layout in planning for disabled pupils. Maintenance of steps, doors or identified hazards and addressed.	Caretaker Identifying and reporting these issues are for all staff.

The arrangements to provide information:

Issue	Arrangements	Who
Availability of written material in alternative formats	Weekly newsletter emailed to parent/carers. Key content published on school website. Provided translated documents if required. Provide paper copies if required.	All staff
Ensure documents are accessible for pupils with SEND	Seek and act on advice from professionals/SENDCo/Parents on individual pupil requirements. Use of coloured paper/overlays where appropriate. Ensure large, clear font used in documentation.	Teaching staff and SENDCo
To ensure the school develops children's awareness of disability	Ensure there are learning resources (books etc) that show positive examples of people with disabilities. Use weekly assemblies to highlight this e.g., Tolerance - We all have different opinions, beliefs, and values so our role models will be different too. Being tolerant of our differences means people feel accepted and free to be who they want to be.	All staff

The impact of these arrangements is under constant review and reported on to governors on a regular basis.