



## Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

St Clare's Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan contains relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equal Opportunities and Diversity Policy
- Staff Training Plan
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy
- Strategic School Development Plan

- *Asset Management Plan*

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the school. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

All curriculum policies describe inclusive practise.

The School Website includes a copy of the Accessibility Plan.

The Plan will be monitored, to assess its impact on the school community, through the Curriculum, Premises and Policy Review committees at the end of each academic year.

The school will work in partnership with the local education authority Cheshire West and Chester to ensure all the points above are achieved.

Signed:

Chair of Governors

Date:

Signed:

Headteacher

This policy will be reviewed every three years

Date to be reviewed: Autumn 2024

Possible Accessibility Issue	Current Position/Action	Timescale/Evidence	Person(s) Involved	Monitoring
<b>Is the curriculum designed to allow equal access?</b>				
<b>Pupil attainment</b>	Data is analysed to ensure progress of all pupils is being made.	Termly pupil progress meetings	Curriculum leads Senior leadership team (SLT) Governors	SLT monitoring each term Governors
<b>Differentiated curriculum</b>	All teachers provide differentiated planning to meet the needs of all pupils in the classroom	Weekly planning	All class teachers	Curriculum leaders termly monitoring in line with Strategic Overview Link Governors
<b>Meeting the needs of pupils with identified special educational needs and/or disabilities</b>	Termly individual action plans Access to learning identified for pupils requiring support beyond the classroom differentiation	Support plans termly Tracking pupils to identify pupils for support termly	All teachers Inclusion/SEND lead SEND governor	Inclusion/SEND lead to monitor support plans and effectiveness of provision Inclusion/SEND lead, with SLT, to monitor pupil progress termly and annually
<b>Pupils with English as a second language</b>	Pupils with English as a second language receive differentiated support as appropriate. This could include extra letters and sounds, computer software	Termly	All teachers	EAL lead with class teachers. Tracking pupil progress files.
<b>Resources</b>	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and appropriate modifications	On-going according to pupil needs	All teachers to report needs to Inclusion/SEND	Inclusion/SEND lead to monitor resources are in place to support needs of identified pupils
<b>Curriculum Access</b>	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for	On-going as need arises through the year	Inclusion manager All staff	Monitored by curriculum leaders in consultation with inclusion/SEND lead.

	residential visits eg. through deployment of extra adults, support with administration of medicine, modification of activities All curriculum leaders have an inclusion statement to identify how their curriculum area meets the needs of all pupils.			
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**Is the building designed to meet the needs of all pupils?**

<b>Building Design</b>	Wheelchair access to the school is provided through the main entrance; Class 1,2,3,4 and 5 classrooms.	Daily basis as required  2017 - 2019	Site Maintenance Officer  Governors Curriculum and Premises Committee	Governors Curriculum and Premises Committee  Site Maintenance Officer
<b>Physical Disabilities</b>	School is aware of the access needs children with physical disabilities might have. In these instances individual support plans are created which meet individual needs.	Ongoing	All staff	Inclusion/SEND lead/ SLT

**Is communication in place to meet the needs of all its community?**

<b>Presentation of information</b>	Identified children have access to visual timetables which are updated on a regular basis Newsletters for parents are produced in electronic format on the school website; hard copies sent to families; hard copy	Daily basis as required  Fortnightly	Inclusion/SEND manager All staff  Headteacher / School admin	Inclusion/SEND lead / SLT  Headteacher
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