



Saint Jude's

Catholic Primary School

We live, love and learn together joyfully in Jesus' name.

Accessibility Plan 2022-2025

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Areas of planning:

- 1) As a school we are committed to increasing the extent to which disabled pupils can participate in every aspect of school life including: worship, the curriculum, school trips and out of hours clubs.
- 2) We will improve the physical environment of the school so that disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by our school when it is necessary.
- 3) We will improve the delivery to disabled pupils and parents of information which is readily accessible to pupils and parents who are not disabled, as necessary.

Definition of disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Key Aims:

To increase and eventually ensure for pupils/students with a disability that they have:

total access to our setting's environment, curriculum and information and full participation in the school community.

Principles:

Compliance with the Equality Act is consistent with our School's aims and equal opportunities policy and SEN information report.

The staff at St Jude's recognise their duty under the Equality Act:

Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

Not to treat disabled pupils less favourably

To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

To publish an accessibility plan

In performing their duties governors have regard to the Equality Act 2010

Our school:

recognises and values the young person's knowledge/parents' knowledge of their child's disability

recognises the effect their disability has on his/her ability to carry out activities,

respects the parents' and child's right to confidentiality

St Jude's provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

1. Ensure access to the curriculum for disabled pupils.

Target	Strategies	Time scale	Responsibility	Success criteria
<p>To maintain staff confidence in differentiating the curriculum and organising their environment to be friendly to disabled, visually and hearing impaired and children with SEMH needs.</p>	<p>To monitor the processes we have in place for recording, reviewing and improving incidents where an aspect of school life had unintended barriers for some pupils.</p> <p>Appropriate differentiation/ scaffolding of tasks.</p> <p>Support through visual cues, pre teaching, task boards specialist equipment or ICT as necessary.</p> <p>Use of equipment and software to support learning.</p> <p>Whole school staff training on SEND issues as necessary.</p> <p>ASD training from CAT team for Inclusion manager November 2018. Whole staff strategy Training Spring term 2019.</p> <p>Provide positive role models to change negative attitudes through visits to school of disabled people to inform pupils knowledge.</p> <p>To have teachers trained in Makaton. (SP and JR)</p> <p>All staff to understand Individual Teaching Plans and the Birmingham continuum and how to access resources for planning for the needs of SEND children.</p>	<p>Summer Term2022</p> <p>Yearly visit to be arranged Summer term 2022</p>	<p>Inclusion manager</p>	<p>All children achieve their best through:</p> <p>Feeling emotionally safe.</p> <p>Being able to access learning through appropriate support.</p> <p>Being able to physically move around their environment.</p> <p>Their environment supporting their learning.</p> <p>Staff being a positive role model.</p>

School trips to be planned so that all pupils can take part.	Risk assessment put in place well in advance so adjustments can be made if required.	On-going as necessary.	Head teacher	All pupils in school are able to access all educational visits and take part in all school activities.
2. Ensure the school environment allows disabled pupils full access to all benefits, facilities and services provided by school.				
The school to be aware of the access needs of any disabled pupils, staff, governors, parents or visitors.	To create access plans for individual disabled children as part of the IEP process as necessary. Clubs and meetings to take place on ground floor if necessary. Classroom allocation to be reviewed if necessary due to KS2 being upstairs.	Reviewed summer term 2022 for start of autumn term 2022	Inclusion manager.	Access needs are actively requested and communicated to inclusion manager.
Monitor external and internal access routes so they allow access to all areas for everyone.	Make repairs to access areas as necessary.	On-going.	Head Teacher	

Have a dedicated first aid room.	To maintain new room for dedicated first aid including changing of catheter facilities.	Spring 2022	Pastoral Lead	First aid can be applied/ catheter can be changed, maintaining the dignity of the child.
3. Improving the delivery of written information to disabled pupils, parents, staff or visitors.				
Ensure written information is readily accessible to pupils and parents with a disability.	<p>To anticipate the needs of pupils and provide written material in the best format for them.</p> <p>Involve parents in logging individual needs for alternative formats of written information.</p> <p>Review letters sent to parents by:</p> <ol style="list-style-type: none"> 1) Considering visual impairment. 2) Use of concise and plain English. 3) Consider format and accessibility of print. 		Head Teacher	Everyone is made to feel welcome and included through the communication given out.