



Saint Jude's

Catholic Primary School

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

Accessibility Plan 2025-2028

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 and all SEND 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 and SEND 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.

Definitions of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND code of Practice 2015).

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.
- ensure that pupils with a range of SEND needs access a fully inclusive experience at St. Jude's.

Principles:

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

<p>To ensure staff are trained to support pupils with medical conditions.</p>	<p>All staff to understand Individual Education plan, Behaviour plans, One page Profiles and the Birmingham continuum and how to access resources for planning for the needs of SEND children.</p> <p>Specialist Training of staff to support Spina Bifida children within school.</p> <p>Use Zones of regulation to help pupils to be aware of their own emotional state and what they can do to maintain emotional regulation to maximise their learning.</p>			
<p>School trips to be planned so that all pupils can take part.</p>	<p>Risk assessment put in place well in advance so adjustments can be made if required.</p>	<p>On-going as necessary.</p>	<p>Head teacher</p>	<p>All pupils in school are able to access all educational visits and take part in all school activities.</p>
<p>Before and after school clubs available to all.</p>	<p>Access to these services is available for all and school will ensure any barriers to this service are considered.</p>	<p>Termly</p>	<p>Head teacher</p>	<p>Personal development is inclusive for all</p>

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.	Termly	Head teacher	Access needs are actively requested and communicated to SLT.
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	Access needs are actively requested and communicated to SLT.
To ensure an environment where trained staff can support pupils with medical conditions.	To maintain a dedicated medical room.	On-going	Pastoral Lead	Medical needs can be discreetly met maintaining the dignity of the child.
Speech and language problems identified in EAL pupils will mean they will	Speech and Language Therapists have access to interpreters for	On-going	SEND Lead	Early Help intervention supports pupils with S & L

be assessed in their home language before diagnosis	assessment and for reviews that they are involved with.			needs at the earliest opportunity.
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. 	On-going	Head Teacher	Everyone is made to feel welcome and included through the communication given out.