



Our Lady and St. Benedict Catholic Academy
Accessibility Plan 2023/24

Links to School Aims

Our school's mission statement is 'Loving Learning and Looking Forward with Christ'.

To this end our school will work to ensure that all students, staff, parents and other stakeholders are able to access the physical environment, the curriculum and information provided by the school.

Legal Framework

The **Equality Act 2010** replaced all existing equality legislation, including the Disability Discrimination Act.

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws; including *the Special Educational Needs and Disability Act 2001 (SENDA)* and *the Disability Discrimination Act 1995 (DDA)*.

The Equality Act 2010 places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, as well as students this includes staff, parents, carers and any other visitors to the school. It is a schools' duty to be proactive about making these changes and not to wait until the adjustment is actually needed.

The Academy committee of Our Lady & St Benedict Catholic Academy is committed to delivering fair and equal treatment for all individuals, whether they are able-bodied or disabled. The school will work, on a continuous basis, towards improving access to the physical environment, to the curriculum and to the provision of information, with the aim of achieving access for all.

The Aim of the Plan

The aims of this Accessibility Plan are to ensure that Our Lady & St Benedict Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and any other stakeholders or visitors to the school.

The Accessibility Plan will look at what we are currently doing and 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 the physical aids to access provision.
- Increase access to the curriculum for pupils with a disability and/or special educational needs and those who come from a disadvantaged background, expanding the curriculum as necessary to ensure that pupils with a disability/SEN are equally as prepared for life as are the able-bodied pupils in the school. This covers teaching and learning and the wider curriculum of the school, such as after-school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils accessing the curriculum.
- Improve the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples of this may be handouts, timetables, textbooks or information regarding school events. Information should be made in a range of preferred formats within a reasonable time frame.

The Action Plan below, relates to these key aspects of accessibility and shows how the school will address the priorities identified. This plan is reviewed and adjusted at least annually. A new plan will be drawn up every three years.

Our Lady and St Benedict Catholic Academy follows guidance from the Equality Act 2010. “The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis

and cancer are all considered as disabilities, regardless of their effect.” Furthermore schools “must not discriminate and they must make reasonable adjustments for disabled children and young people.”

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

Aims	Current Good Practice	Objectives	Actions to be taken	Resources needed	Person Responsible	Time Scale
<p>Continue to increase staff awareness of disability and SEN.</p>	<p>Staff training was delivered in 2022 for all staff – both teachers and support staff – on the most up to date EEF guidance and SEN Code of Practice. Further staff training on Adaptive Teaching was undertaken by all teaching staff in Summer 2023.</p> <p>All staff have access to regular CPD for SEND and can request to take part in CPD which will be beneficial to supporting specific needs within their current cohort.</p> <p>Staff working with children who have outside agency involvement or EHCPs receive all training and to help them best support the pupils.</p> <p>Staff work closely with SENCO and use the Stoke Matrices to ensure that the next steps for</p>	<p>To develop new staff knowledge of relevant EEF guidance.</p> <p>To better develop our whole school understanding of dyslexia.</p> <p>To work with outside agencies to ensure that all staff who will work with children with specific needs are trained and aware of their needs.</p> <p>To continue to work with SEND services, outside agencies and others schools within the Newman Collegiate to develop staff knowledge and understanding of SEN and disability.</p> <p>To develop and foster relationships with SEND</p>	<p>SENCO to deliver in house training on EEF guidance, use of matrices and SMART targets. Every Year</p> <p>SENCO to deliver termly Pupil Passport staff training sessions at the start of each term.</p> <p>Audit of need to be completed by SENCO to review CDP needs for staff.</p> <p>Key members of staff to undertake the appropriate training courses and put in reasonable measures to help us become and school with the Dyslexia Friendly status.</p> <p>SENCO to liaise with outside agencies for key pupils in school, and any who join, to ensure that training</p>	<p>Time for staff meetings. Tbc on calendar.</p> <p>SENCO leadership time.</p> <p>Audit</p> <p>Time and cover to allow staff to undertake relevant CPD.</p>	<p>SENCO/SLT</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>By Dec 22 and again in 23/24</p> <p>At the start of each Autumn term.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>specific disability requirements are reasonable and SMART.</p> <p>Pupil Passport staff meetings are timetabled for early on in each term. Staff are given time to develop passports and discuss with SENCO.</p>	<p>specialist schools and provision in Stoke-on-Trent to aid us in specific training for staff.</p>	<p>for staff is for pupils with specific needs is completed.</p> <p>SENCO to complete regular classroom drop-ins to monitor SEND pupils.</p>			
<p>Increase access to the curriculum for pupils with a disability and/or special educational needs and those from a disadvantaged background.</p>	<p>All pupils, regardless of disability, special educational need and/or their social/economic background are given access to a broad and balance curriculum that is knowledge based and aspirational.</p> <p>Staff have been trained in using metacognitive strategies to help all pupils retain, apply and deepen their knowledge.</p> <p>Activities are scaffolded where appropriate to give all pupils access to the same curriculum. All pupils are given the opportunity to gain and develop their knowledge and build cultural capital.</p>	<p>Continue to ensure that all staff are trained to provide support for pupils with specific needs, including for those with complex medical needs.</p> <p>Ensure that further CPD in metacognitive strategies and remote learning is delivered, especially for new members of staff.</p> <p>Provide opportunities for further CPD for a range of disabilities and SEN to ensure that all staff are able to support pupils.</p>	<p>SENCO to liaise with relevant outside agencies and explore relevant CDP opportunities for staff.</p> <p>Audit of need to be completed, especially for new staff.</p> <p>SENCO to liaise with relevant members of staff on SLT who can deliver any metacognitive strategy training.</p>	<p>CPD discussions between SENCO and agencies.</p> <p>Audit</p> <p>Availability of staff to deliver training, previous training documents, time for new staff.</p>	<p>SENCO</p> <p>SENCO</p> <p>SLT</p>	<p>Ongoing</p> <p>A1 of each term</p> <p>Ongoing</p>

	<p>Staff are encouraged to use fluid seating arrangements and provide pupils with an inclusive environment.</p> <p>Our assessment systems review progress termly and further evidence based standardised assessments are used termly to further ascertain SEN and/or disabled pupils' progress.</p> <p>SMART targets are set for Pupil Passports and these are agreed with pupils and parents.</p> <p>In the event of further disruption due to the Covid-19 Pandemic, remote learning procedures are in place for all pupils in the school. Laptops and any other necessary resource is available for those who do not have access to their own.</p> <p>Quality First Teaching provides access to the curriculum for all pupils in</p>	<p>Ensure consistency of access to the curriculum for all pupils through monitoring and collection of pupil, parent and staff voice.</p> <p>Ensure that the bottom 20% of pupils across the school are given opportunities to develop C&L and Literacy skills from EYFS up.</p> <p>Continue to plan for opportunities to develop cultural capital.</p> <p>Continue to use standardised testing to build a detailed history of progress for pupils on the SEN register.</p>	<p>SENCO/SLT drop ins, conversations and work scrutinies to continue throughout the year.</p> <p>Reading logs to be kept. SLT to look for ways to provide additional reading opportunities. Bug Club Phonics and GR scheme to be followed by all. KS2 staff to be phonics trained.</p> <p>Staff to engage with Character First and other educational visit providers to provide engaging and culturally enriching opportunities for all.</p> <p>SENCO to ensure that testing time is timetabled at the start of each term and staff are giving time</p>	<p>SENCO time</p> <p>Reading logs</p> <p>Staff time for reading planned into day.</p> <p>Time and Character First visit and discussion.</p> <p>Timetable</p> <p>Time for appropriate staff to work with pupils.</p>	<p>SENCO</p> <p>All teaching staff</p> <p>Teaching staff</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Visits planning to be set out at the start of each term.</p> <p>Start of each term and maintaining timetable is ongoing.</p>
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	<p>class, where needed further support and interventions take place to secure progress against identified gaps in learning.</p> <p>Funding from Pupil Premium and Notional SEND is used to allow the school to have a Teaching Assistant available for every class to support pupils with disabilities, SEN and those from a disadvantaged background.</p> <p>As a Catholic school we promote mutual respect and a shared love of learning for all.</p> <p>Pupils with specific physical needs are given provision maps and staff are trained on using the resources these children need to access the school.</p>	<p>Provide further evidence based intervention options for pupils, especially with language and reading gaps in EYFS and KS1.</p> <p>Continue to develop robust vocabulary teaching across the curriculum and Key Stages.</p> <p>Actively promote enrichment opportunities for pupils with disabilities and/or SEN or from a disadvantaged background.</p> <p>Continue to put in to practice advice from outside agencies and EHCPs to ensure that all needs of pupils with these are met.</p> <p>Review children with EHCPs with complex physical needs termly.</p>	<p>to do this. SENCO to monitor data keeping in folders.</p> <p>SENCO/SLT to research other evidence based intervention strategies.</p> <p>All staff to plan vocabulary.</p> <p>Class teacher to discuss enrichment opportunities with PP, and SEN Pupils parents and school to look to provide a way to get them engaged in these activities.</p> <p>Regular reviews of documents and progress with all stakeholders.</p>		<p>SENCO/SLT</p> <p>All staff</p> <p>Teaching staff</p>	<p>Start of each term</p> <p>Start of planning cycles</p> <p>Whenever appropriate</p>
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		<p>Involving OT and SENMAS.</p> <p>Celebrate the achievements and success stories of pupils with SEN, disabilities and disadvantaged backgrounds through events such as assemblies and awards.</p>				
<p>Improve and maintain access to the physical environment.</p>	<p>The school environment has been recently adapted further to meet the needs of pupils, parents/carers, staff and any other visitors through the use of;</p> <ul style="list-style-type: none"> • Ramps at the front of school • An automatic door and enlarged foyer. • Two sets of disabled toilets, one in school opposite EYFS and one in the foyer. • Changing facilities in the foyer 	<p>Look in to ways to further develop our accessibility from corridor down to Year 6, staff room and KS1 & KS2 toilets.</p> <p>Ensure that pathways are clear of obstruction and that access is clear for all, both internally and externally.</p> <p>Ensure that staff are kept up to date with the appropriate training for any</p>	<p>SLT to look into funding and implications for a range of options for developing accessibility to lower end of school from the inside corridor.</p> <p>SLT and all staff to continue to be vigilant of any obstructions to access-ways.</p> <p>SENCO to continue to work with class teachers to ensure that environments are both accessible</p>	<p>Funding – SLT time</p> <p>Time provided for monitoring</p> <p>SENCO time</p>	<p>SLT</p> <p>All members of staff.</p> <p>SENCO/class teachers</p>	<p>2023/24</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>disabled toilets and outside the EYFS pupil toilets.</p> <ul style="list-style-type: none"> New Guided Reading shelving at an accessible height for Key Stage 1 and 2 pupils. <p>The school works with outside agencies such as; Occupational Therapy, Hearing and Visual Impairment teams to adapt the environment whenever possible for pupils with disabilities.</p>	<p>pupils with a disability or medical need.</p> <p>Ensure that educational provision and resources are accessible for all, including pupils with Visual Impairments and Hearing Impairments.</p> <p>Look into how we can make the Key Stage 1 and 2 toilets more readily accessible for pupils throughout the school who may have a difficulty navigating the steps.</p> <p>Look into a potential access-way to Year 6 to provide access for all and improved ventilation in the classroom environment.</p>	<p>and conducive to learning for all pupils.</p> <p>Regular audit of equipment and provision to ensure that it is useful in helping delivering the curriculum for pupils with specific medical needs.</p> <p>Book regular equipment check ups with OT and Hearing Impairment services.</p> <p>Office staff to liaise with outside agencies to assess the options for developing more accessible access to KS1 & 2 toilets and Year 6.</p> <p>Ensure that all areas of school are compliant with health and safety and fire standards.</p>	<p>Audit</p> <p>School calendar</p>	<p>SENCO/SLT</p> <p>SENCO/Office staff</p> <p>Office staff</p> <p>All</p>	<p>Termly</p> <p>Twice annually</p> <p>A1/2</p> <p>Ongoing</p>
Improve the delivery of	The school use a range of methods already to	School need to ensure that all	Phrase "If you require this information in an	Office staff time	Office staff	Annually

<p>information to pupils with a disability and/or SEN and their parents.</p>	<p>ensure that information is accessible for all, such as:</p> <ul style="list-style-type: none"> • Using pictorial representations on signs in classes. • Sending emails and text messages to parents. • The use of dyslexia friendly fonts throughout school. • Internal signage 	<p>written communication continues to state that information can be requested in an alternative format if needed, including being able to provide information in an alternative language if needed.</p>	<p>alternative format please let us know” to be inserted by office staff to communications to parents – in large print letters.</p>			
	<p>The school are working on reducing the amount of sensory overload in classrooms to ensure that pupils, especially those with SEN or disabilities are able to focus on their work.</p> <p>The school have developed strong support systems for pupils with SEN, physical disabilities or those who come from a disadvantaged background. We have two safeguarding officers, an open door policy and regular reviews for Pupil Passports and EHCPs.</p>	<p>School should continue to consider how to improve and broaden our communication pathways with parents.</p> <p>Monitor and maintain the quality of inclusive practice on displays throughout the school. Ensuring that there is as little opportunity for sensory overload as possible and that metacognitive strategies are being modelled in classrooms.</p>	<p>Audit parents on preferred method of communication. Research alternatives to Tapestry in EYFS.</p> <p>Learning walks and environment checks.</p>	<p>Office staff time</p> <p>SLT time</p>	<p>Office staff</p> <p>SLT</p>	<p>Annually</p> <p>Ongoing</p>

	<p>Workshops are arranged for parents to attend throughout the year, Along with these parents have the opportunity to discuss any concerns with staff before and after school or by calling the office to arrange a meeting.</p> <p>Staff use advice from outside agencies to help pupils with C&L difficulties or physical barriers to communication, to support their planning and provision.</p> <p>Staff are required to set time to meet with parents to discuss Pupil Passports with them and gain their insight before having them signed.</p>	<p>Provide training for all staff to develop communication skills using PECS and Makaton.</p> <p>Gain Dyslexia Friendly status.</p> <p>Ensure visual aids (timetables, now and next) are being used appropriately and consistently in class.</p> <p>Look into PODD book and Total Communication training.</p>	<p>Contact SEND services to arrange for training.</p> <p>Contact SEND services with KF.</p> <p>Learning walks and environmental checks</p> <p>Contact SEND services to arrange for training.</p>	<p>SENCO time</p> <p>SEND/TA time</p> <p>SLT time</p> <p>SENCO time</p>	<p>SENCO</p> <p>SENCO KF</p> <p>SLT</p> <p>SENCO</p>	<p>Autumn term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term</p>
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Policy written - September 2022 ✓

To be reviewed - September 2023 ✓

September 2024

To be rewritten – September 2025