



SEND Accessibility Plan 2023 - 2026

Date Written: September 2023

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Ratified: September 2023

Date for Review: At Least September 2026 (or earlier if appropriate)

Context

At St. Aidan's Catholic Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

As a school, we recognise our duties under the Disability Discrimination Act 1995, the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010):

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings where necessary to meet the needs of disabled pupils
- To increase the extent to which disabled pupils can participate in the school curriculum
- To review and improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our School Vision

'When I leave St. Aidan's, I will be a confident, independent and resilient learner who has built strong foundations in learning for the next stage of my schooling and an understanding of how I can affect the world around me...'

Our statement of intent from the 'Principles of our Curriculum' outlines what our curriculum sets out to achieve for our pupils. The principles of this statement applies to all pupils regardless of their background or needs and our approach to learning and building is adapted to ensure all children have equal opportunity to achieve this.

St Aidan's Catholic Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report. As an inclusive school, we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

St Aidan's Catholic Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Accessibility Plan

This plan will be reviewed at least every 3 years. The policy will also be reviewed subject to the changing needs of individual pupils.

The Accessibility Plan will contain relevant actions to:-

- Review and where appropriate improve access to the physical environment of the school, including specialist facilities if considered 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, equally prepared for life as are 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 information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events both printed and web based. The information should be made available in various preferred formats within a reasonable time frame.

Current adaptations within the school building: -

- Nurture and Emotional Support Team Unit (NEST). A fully staffed additional SEND space within school, designed to meet the needs of pupils with additional needs, support learning of specified pupils and provide a bespoke curriculum for children unable to access the National Curriculum in line with their peers.
- Rainbow Room – A bespoke, fully fitted sensory room for children who require its use.
- Step free access from the main entrance to the main school yard and all areas of the school building.
- Disabled toilet
- Electronic white boards in teaching rooms – supporting those with visual impairments.

Action plan

| Priority | Action | Timescales | Resources | Responsibility | Monitoring and Evaluation |
|---|--|--|---|---------------------------------------|--|
| Ensure that all children regardless of their needs have access to first quality teaching focussing on the ability of staff to adapt the curriculum to meet the needs of all learners. | Embed school approach to teaching and learning. CPD on developing 'scaffolding' element of the curriculum and 'bespoke' area of Principles of our Curriculum document. | Ongoing | Budget allocation for SEND provision. Appropriate CPD in house and externally. | HT SENDCO | SEND Governor-M and E timetable within school. Termly progress data checks. |
| Ensure children who are unable to access the National Curriculum alongside their peers are able to access a bespoke curriculum whilst still having access to high quality first teaching. | NEST Embed use of the unit. Ensure clear plans, timetables etc are in place for individual learners. Adapt plans to meet needs of children. Support staff with appropriate CPD | In place and function as of September 2023 and then ongoing. | Refurbishment of room. Classroom resources . CPD ELSA/Portage | HT SENDCO SR/KS (NEST Managers) | SEND Governor-M and E timetable within school. |
| Effective use of Rainbow Sensory Room for children with ASD or EBSD needs. | Ensure that all children are identified and that appropriate timetable and staffing is in place to ensure children who need to access this space have can do so effectively and in a way that promotes their development and learning. | Reviewed Termly. | Sensory room. Funding release for staff to communicate. | HT Class teachers SENDCO TAs | Ongoing assessment of effectiveness. Behaviour logs. Are occurrence of deregulation becoming less frequent. Identify triggers. |
| Ensure that appropriate tracking and target setting via assessment ensures learners with SEND are receiving appropriate support to make progress in line with their peers. | EYFS framework to continue for specified pupils. Transition between then and SCART. | SCART introduced by December 2023. Termly | | | Termly assessment. |

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| Ensure equal access to educational visits and other out of school activities. | Educational visits equal in policy and practice. All planning includes opportunities for all pupils to access. | Ongoing | Educational visits policy | Class teachers to deliver HT to monitor | HT |
| Individual plans identify potential barriers to full participation, including those connected with emotional and mental health and wellbeing. | Review of current plans. Discussion with class teacher, SENDCO and HT@ termly pupil progress meetings. | Ongoing | Initial Concerns Pupil Passport & Profile Kooth Be You | HT/SENDCO Class teachers MH Lead | Monitored and reviewed at termly pupil progress meetings. |
| Ensure that children with medical conditions are well supported in school and that the policy and specialist training are regularly updated. | Regular review of care plans based on the recently revised Managing Medical Conditions in school policy. | Annual or as new conditions arise | MMCiS policy | All staff | Regularly updated |
| To support pupils with mental health needs in Thrive approach JB Thrive training Liaison with school health/CYPS where appropriate Children and families with mental health needs will feel supported. | Effective timetabling of NEST staff. Staff training to offer bespoke interventions where appropriate and nurture group. Staff meet with parents to ensure understanding of individual needs and to share progress. Staff to meet with, and act upon advice health professionals. | As appropriate. | Staff training to support understanding of individual All staff to be trained | HT SENDCo Class Teachers NEST staff KS/SR | SENDCO/MM |
| Continue to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access) | Caretaker undertakes regular checks to ensure full accessibility. | Ongoing | Repairs as required. | HT Caretaker | Local Governing Committee |

Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Creating accessible documents factsheet](#) (Abilitynet)

[Abilities and assistive technology](#) (UK Association for Accessible Formats)

[The Sensory Trust information sheet on clear and large print](#)

[Am I making myself clear?](#) (Mencap's guidelines for accessible writing)

[Dyslexia Style Guide](#) (British Dyslexia Association)

[Communication friendly environments](#) (from the Communication Trust)

[Custom eyes](#) Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- revision guides for Key Stages 2, 3 and