



Accessibility Plan Template for St Ralph Sherwin Catholic Academies 2024-2025 Accessibility Plan

Name of Academy: St Joseph’s Catholic Voluntary Academy, Matlock

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To provide support for those pupils who may have visual or hearing impairments.	Where required we will provide materials in: <ul style="list-style-type: none"> - Braille - Large print - Dyslexia friendly font - an audiotape for pupils who may have difficulty with standard forms of printed information - coloured overlays - work presented on a coloured background, not white. 	Pupils and prospective pupils will have their visual/hearing needs met so they can fully access the curriculum.	Updated and checked each year as new pupils start.	SENCO Class Teacher
To make all lessons, including physical activities, accessible for	<ul style="list-style-type: none"> - Reasonable adjustments made to planning or resources to allow 	Children will make progress and feel confident in their lessons.	Ongoing	Teaching staff



<p>pupils where they can achieve their full potential.</p>	<p>pupils to access the lesson. For example physical literacy interventions, shorter sessions etc.</p> <ul style="list-style-type: none"> - Extra adult support put in place where required. - More time given to pupils to complete a piece of work at a pace that works for them. 			
<p>To provide staff with the necessary training to teach and support pupils with disabilities.</p>	<ul style="list-style-type: none"> - Regular CPD for staff on how to support pupils. Expert staff (SENCO, learning mentor and Mental health lead) to keep their training up to date. - Staff voice on their confidence levels with supporting pupils. 	<p>Staff will have a clear understanding on how to support and teach pupils with a disability and recognise that each child's needs will be unique.</p>	<p>At least termly where required</p>	<p>SENCO Learning Mentor Senior Mental Health Lead</p>
<p>To organise classrooms for disabled pupils.</p>	<ul style="list-style-type: none"> - Ensure that the environment is not too overwhelming for pupils. - Consider seating arrangements and 	<p>Children will be able to access the curriculum in an appropriate environment that allows them to learn and is not distracting.</p>	<p>Ongoing</p>	<p>All staff</p>



	<p>where pupils are best placed.</p> <ul style="list-style-type: none"> - Ensure equipment and resources are easily accessible for pupils. 			
<p>To work with outside agencies to provide the best support for our pupils.</p>	<ul style="list-style-type: none"> - SENCO to communicate with agencies, such as Speech and Language, to arrange appointments or provide training for staff. 	<p>Specialist support will allow school staff to understand how best to support our pupils, as well as provide targeted support to allow pupils to progress.</p>	<p>Ongoing</p>	<p>SENCO Teaching staff</p>
<p>To ensure that school visits and residential are accessible for all pupils.</p>	<ul style="list-style-type: none"> - Thorough risk assessments to be carried out prior to organising school visits. - Staff to visit venue prior to visit to check accessibility of building/area. - Staff to have risk assessments for any SEND pupils on a residential, ensuring they are clear on 	<p>All children will be able to attend a school trip that will benefit their personal development.</p>	<p>Any trips throughout the year.</p>	<p>Headteacher Teaching staff on trip</p>



	medication, physical needs etc.			
To ensure extra-curricular offers are accessible for SEND pupils.	<ul style="list-style-type: none"> - Staff to consider meeting all needs when planning their extra-curricular offers. - Where necessary, risk assessments to be carried out. - If non-school staff/external agencies are carrying out the extra-curricular group, they are to be informed of any pupils with SEND. 	<p>Personal development of child.</p> <p>Registers will show a strong uptake of SEND pupils attending extra-curricular activities.</p>	Ongoing	Teaching staff



Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure that pathways of travel around school, including the car park, are safe and well signed.	<ul style="list-style-type: none"> - Clear signs around school. - Handrails on all stairs around school. - Staff to know the points around school to take any pupils with a disability, avoiding steps, using the ramps etc. 	Children will have safe access to school and will transition around the building in a safe manner.	Ongoing and regular checks made.	Head teacher Site manager
To ensure that the size and layout of all areas in school allow access for all pupils.	<ul style="list-style-type: none"> - Classrooms to have a safe layout to allow children to access them. - The hall and dining area to be set up to give safe access to all. - Doorways to be a reasonable size so children can enter and exit easily. - When planning classes for the new 	Pupils will be able to access areas of school safely.	Ongoing and regular health and safety checks throughout the year.	Head teacher Site Manager Staff



	<p>academic year, ensure SEND pupils are placed first and in a classroom that will be accessible for them.</p> <ul style="list-style-type: none"> - Handrails on all stairs around school. 			
<p>To ensure that emergency and evacuation systems, including alarms, are both visual and auditory.</p>	<ul style="list-style-type: none"> - Fire and lockdown drills to happen termly so children can practice and recognise the signal. - SEND pupils to be given warning of a fire/lockdown drill. - Staff to support SEND pupils when evacuating the building. 	<p>Children are aware of the signs and signals that show when they may need to evacuate a building and they are able to do so safely.</p>	<p>Ongoing and tested termly.</p>	<p>Head teacher Site manager</p>
<p>To have signs and symbols in place around school.</p>	<ul style="list-style-type: none"> - Visual timetables - All rooms in school to have a sign on. - Entry and exit signs - Resources in classrooms to be clearly labelled 	<p>Pupils are able to access the physical environment independently.</p>	<p>Ongoing</p>	<p>All staff</p>



Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure that everyone is made to feel welcome.	<ul style="list-style-type: none"> - Our curriculum offer is designed to celebrate diversity and to support children’s personal development. - Periods in the year like STEM fortnight, healthy fortnight, disability awareness month. - Subjects and reading spines to include exploring people from diverse backgrounds. 	Everyone at St Joseph’s will feel welcome, happy and safe at our school.	Ongoing	All staff
To ensure that staff remove all barriers to learning and participation.	<ul style="list-style-type: none"> - Staff to understand how to do this through CPD. - Staff to carefully plan their delivery of lessons and make 	Pupils will be able to access all areas of their learning with support, where required.	Ongoing	All staff



	adaptations for pupils where needed.			
To set high expectations of all pupils.	<ul style="list-style-type: none"> - Termly pupil progress meetings. - All monitoring to include a section that looks at SEND pupils. - Clear behaviour policy that is followed by all members of the school community. 	All pupils will make good progress consistently across the school.	Ongoing Termly checks	All staff
To keep records up to date so all staff are aware of pupils with disabilities.	<ul style="list-style-type: none"> - One page profiles for all SEND pupils information folders. - SEND plans to be updated termly and shared with parents and staff involved with the pupil. - 	Staff are aware of how to best support their pupils. Recording keeping will allow for smooth transition between year groups/schools in the summer term.	Termly	SENCO Class teachers