

# Accessibility Plan 2014 – 2017



## St Gregory's Catholic Academy

This plan was formulated by small group of working partners: Executive Headteacher; Head of School; SEN Academy Representative; SENDco; Executive Business Manager; Learning Support Assistant; Parent Representative; Pupil representatives

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IMPROVING ACCESS WITHIN AND THE SCHOOL SITE					
TARGET	STRATEGY/ RESOURCES	Cost	Impact & Outcomes	Time Span	Evaluation
To develop the outdoor areas to ensure pupils have increased opportunities to develop physical skills and senses, and experience a broader range of curriculum activities outdoors.	Develop a sensory garden area, to include sound and visual features.	£2,000	Children and adults with sensory or social-emotional needs have positive experiences which promote senses and positive emotions through regular access to sensory garden through either planned activities, or individual choice.	<i>Summer 2015</i>	
	Purchase specific resources to ensure children with SEND have quality outdoor play resources.	£500	Physical gross and fine-motor skills are developed through use of specialist equipment which can be accessed and used independently and spontaneously.	<i>Summer term 2015</i>	
To ensure all pupils with physical disabilities participate in after-school activities and events.	SENDco to complete an audit of participation in after-school activities and events and monitor term-on-term.  Senior leaders to monitor data and liaise with pupils, class teachers, LSA's, and parents to ensure full inclusion in eg. Songbirds; School Council events.		All pupils with SEND attend at least one after-school club <u>and</u> participate/perform/represent the academy,		

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TARGET	STRATEGY/ RESOURCES	Cost	Impact & Outcomes	Time Span	Evaluation
To secure safeguarding of children and adults with SEND, in case of fire.	<p>Named member of staff responsible for each child with additional needs on individual care plan.</p> <p>Review academy Health and Safety and Induction Policies, to include whole-school record of any specific needs or disabilities of individual adults working in school, with clear procedures for exit in case of fire.</p>		<p>Designated members of staff trained and clear on procedures. Parents fully consulted and informed</p> <p>Induction Policy includes up-to-date record of all new staff/adults working in school who may require assistance in case of fire.</p>	<p>ongoing</p> <p>ongoing</p>	
To provide safe and easy access for children with wheelchairs, or walking aids, when entering or exiting the school site.	Review parking procedures and times, to allow safe and easy access by children accessing Early Birds, or leaving at the end of the school day.		Children with SEND can access Early Birds, or other activities easily and safely both before-and-after school.	Sep. 2014	Parent informed and arrangement commenced

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## PROMOTE THE SCHOOL'S POSITIVE ATTITUDES AND APPROACH TOWARDS INCLUSIVE PRACTICE

TARGET	STRATEGY/ RESOURCES	Cost	Impact & Outcomes	Time Span	Evaluation
To promote positive attitudes and awareness of the physical needs and challenges for persons with SEND, on an everyday basis.	<p>Schedule whole-school and class assemblies/ PSCHE lessons with a <i>balanced focus</i> on challenges and achievements of persons with physical needs and barriers.</p> <p>Send invitations to young people and adults with physical disabilities to share positive experiences, outcomes and successes.</p>		<p>Children and adults within the school community develop a positive understanding of the daily challenges and barriers facing persons with physical disabilities, <i>whilst also</i> recognising that these barriers can be overcome and do not always prevent independence, ambition and success.</p> <p>Discussions with all pupils, including children with SEND, demonstrate positive attitudes towards disabilities; Children appreciate the need to nurture independence and achievement.</p>	<p>Dec 2014</p> <p>Spring 2015</p>	
To increase access and inclusion opportunities for all pupils with SEND.	<p>Working Partners Group to review Academy Prospectus and website to incorporate positive images and contributions of pupils with physical needs and disabilities.</p> <p>SENDco and senior leaders to draft policy for SEND to include transition arrangements for all children and working adults with SEND.</p>	£500	<p>Pupils on- roll with physical disabilities remain in mainstream throughout the academy.</p> <p>Staff fully trained and informed of individual needs of every child, by all partners and agencies, <i>prior</i> to admission.</p>		

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To improve communication access for pupils and families with dyslexia.	Ensure <u>all</u> information and letters are copied onto suitably coloured paper to ensure ease of access by all persons.	£1,000	Feedback from parents and pupils demonstrate appropriate <b>format</b> of communication by the academy.		
To acknowledge and contribute to the positive care and contribution of local charities in preserving the health and well-being of our pupils and families.	Consult with Parent Forum / Working Partners and parents regarding fund-raising for future charities.		Fund-raising contributions includes all local charities which provide care and support for pupils and families with SEND, who attend the academy.		

**Reviewed December 2014 by Working Partners.**