

## St Edmund's R.C. Primary School Accessibility Action plan

September 2024 – September 2027

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<ul style="list-style-type: none"> <li>• Use of visuals to support learning.</li> <li>• Subject coordinators to assess their curriculum area and check it is inclusive for children with a disability.</li> <li>• Every child a talker.</li> <li>• Resources from whole school dyslexia training made</li> </ul>	<ul style="list-style-type: none"> <li>• School established visuals that are going to be used.</li> <li>• Subject leaders to assess curriculum access for their subject area.</li> </ul>	<p>Anne Clinton</p> <p>Maria Kennedy</p> <p>Michelle Shaw</p> <p>Denise Gavigan</p> <p>Subject leaders</p>	<p>Summer 2025</p> <p>Summer 2025</p> <p>As required</p> <p>As required</p>	<ul style="list-style-type: none"> <li>• Agreed visual resources are used consistently throughout the school.</li> <li>• Subject coordinators have made adaptations to the curriculum are they are responsible for to ensure they are accessible for all children.</li> <li>• Training from SALT, Social Communication</li> </ul>

	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	<p>available for use.</p> <ul style="list-style-type: none"> <li>• Staff trained to meet individual medical needs of pupils where applicable.</li> </ul>				<p>Team, Learning &amp; Behaviour</p> <ul style="list-style-type: none"> <li>• Advisory Team, Sensory Support team</li> <li>• Access to courses, CPD</li> <li>• Outreach support from local special school</li> <li>• Online resources for CPD shared with staff</li> <li>• Ongoing guidance from specialists e.g. Sensory Support Team for</li> <li>• children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.</li> </ul>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p>	<ul style="list-style-type: none"> <li>• Ramps leading to external classrooms to have painted lines to show</li> </ul>	<ul style="list-style-type: none"> <li>• Ramps to be painted.</li> <li>• Adventure trail adapted.</li> <li>• Work with hearing</li> </ul>	Anne Clinton Maria Kennedy Michelle Shaw	Ramps to classrooms– Summer 2025 As required	<p>Ramps to be painted.</p> <p>School is accessible for visually impaired children.</p>

	<ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	<p>gradient of ramps.</p> <ul style="list-style-type: none"> <li>• Ensure hearing and visual environment in classroom is regularly monitored to support hearing and visually impaired children.</li> </ul>	<p>impairment team from Lancasterian on assessing physical environment.</p> <ul style="list-style-type: none"> <li>• Working with visual impairment team from Lancasterian on assessing physical environment.</li> </ul>	Denise Gavigan	As required	School is accessible for children with hearing impairments.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Letters to be made available in braille when required.</li> <li>• Information to be made available in audio format when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters to be translated to braille if required.</li> <li>• Letters to be made available to audio format if required.</li> </ul>	Anne Clinton Maria Kennedy Michelle Shaw Denise Gavigan	As required.	All letters are accessible in braille and in audio format when required.