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

September 2021 – September 2024

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
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.*	• Use of visuals to support learning. • Subject coordinators to assess their curriculum area and check it is inclusive for children with a disability. • Every child a talker. • Resources from whole school dyslexia training made	• School established visuals that are going to be used. • Subject leaders to assess curriculum access for their subject area. • NELI training for staff.	Anne Clinton Stephen Usher Michelle Shaw Denise Gavigan Subject leaders	Spring 2022 Summer 2022 As required As required	• Agreed visual resources are used consistently throughout the school. • Subject coordinators have made adaptions to the curriculum are they are responsible for to ensure they are accessible for all children. • Staff in early years are trained NELI leads.

		The curriculum is reviewed to ensure it meets the needs of all pupils.	available for use. • Staff trained to meet individual medical needs of pupils where applicable.				• Training from SALT, Social Communication Team, Learning & Behaviour • Advisory Team, Sensory Support team • Access to courses, CPD • Outreach support from local special school • Online resources for CPD shared with staff • Ongoing guidance from specialists e.g. Sensory Support Team for • children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • *Ramps* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*	• Ramps leading to external classrooms to have painted lines to show gradient of ramps. • Ramp to be completed from carpark towards school entrance. • Two disabled parking bays to in the carpark. • Additional disabled toilet in entrance hall. • Ensure hearing and visual environment in classroom is regularly monitored to support hearing and visually impaired children.	• Ramps to be painted. • Adventure trail adapted. • Work with hearing impairment team from Lancasterian on assessing physical environment. • Working with visual impairment team from Lancasterian on assessing physical environment.	Anne Clinton Stephen Usher Michelle Shaw Denise Gavigan	Ramps to classrooms– Spring 2023 Ramp from carpark – Summer 2022 Disabled car park spaces – Summer 2022 Disabled toilet – Autumn 2022 As required As required	Ramps to be painted. School is accessible for visually impaired children. School is accessible for children with hearing impairments.

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • *Internal signage* • *Large print resources* • *Pictorial or symbolic representations*	• Letters to be made available in braille when required. • Information to be made available in audio format when required.	• Letters to be translated to braille if required. • Letters to be made available to audio format if required.	Anne Clinton Stephen Usher Michelle Shaw Denise Gavigan	As required.	All letters are accessible in braille and in audio format when required.