





### St George's Catholic Primary School Accessibility Development Plan 2022-2025

<p><b>Medium term</b></p>	<p>Ramp access to mobile building (to decking at rear)</p> <p>Disabled toilets and changing facilities for children in mobile building</p>	<p>Sources of funding to be investigated; School Business Manager (SBM) to liaise with builders</p>	<p>Mobile will be accessible by wheelchair users and pushchairs.</p> <p>Staff in the mobile building will have suitable facilities to change children.</p>	<p>Work will be carried out before any child needing accessible access to the Mobile is due to start.</p> <p>By end of 2022,23 school year (subject to identifying a suitable source of funding).</p>
	<p>All entrances to buildings will have mat-wells</p> <p>All doors should have lever handles</p> <p>Ramp entrances to rear of all classrooms where there are currently steps</p> <p>Quiet, child friendly space for those suffering from sensory overload to be available at all times</p>	<p>Schedule in when decoration / alterations are to be done.</p> <p>Sources of funding to be investigated; remodelling of spaces to be considered</p> <p>Use of small kitchen or Portakabin</p>	<p>Improved safety – minimise slip hazards.</p> <p>Improved accessibility for disabled users</p> <p>Improved access for disabled pupils and staff; improved safety for emergency exits from classrooms.</p> <p>Children will have a safe space to go to in which to be calm and closely supervised. This will lead to fewer behaviour incidents. Help with behaviour management and hence engagement in learning.</p>	<p>2025</p>



## St George's Catholic Primary School Accessibility Development Plan 2022-2025

### Improving access to the curriculum

	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Timescale / priority (to be reviewed annually and progress noted as appropriate)</b>
<b>Short term</b>	<p>All pupils with additional needs, including Special Educational Needs (SENs), disabilities and English as an additional language (EAL), to have their views heard through their One Page Profiles; profiles to be shared with all staff</p> <p>School homework policy recognises and allows for the additional needs of some pupils, eg tiredness due to medical conditions, parents / carers with limited literacy skills or exhaustion due to coping with high anxiety levels at school.</p>	<p>Teachers to ensure One Page Profiles are updated annually. However, if something material changes during the year, which it is important that the school takes note of, then the profile can be amended at any point in the year.</p> <p>Personalised arrangements to be made for some children, as needed, to be included in Support Plans. Arrangements to be made to support these children</p>	<p>The voices of all children with additional needs will be clear and all staff will be aware of this information and will know where to find it.</p> <p>Children and parents / carers will not feel stressed or overloaded by homework tasks. Children will have homework tasks which are accessible to them. Children who are unable to complete homework tasks at home will have opportunities to try these at school, with support. Families will have access to opportunities to enhance their abilities to support their children with learning.</p> <p>Children who have difficulties with listening and attention, working memory difficulties, specific motor skill difficulties,</p>	<p>By the end of the school year.</p> <p>School already uses these strategies. Yearly review will ensure that this continues.</p> <p>School already uses these strategies. Yearly</p>



### St George's Catholic Primary School Accessibility Development Plan 2022-2025

	<p>Basic equipment to support learning for some children to be available in all classes, eg separate workstations, writing slopes, listening aids, range of writing equipment, talking tins, visual timetables and other visual support materials.</p>	<p>with homework at school if appropriate. Family Learning opportunities promoted.</p> <p>SENCo to carry out audit of equipment and order as necessary. Resources for some children, to be identified in Support Plans.</p>	<p>visual difficulties or autism will have basic resources available to help them and this will contribute to improved academic progress.</p>	<p>review will ensure that this continues.</p>
<p><b>Medium term</b></p>	<p>Curriculum design should take into account pupils' additional needs and interests and strengths. Eg: studies of other countries could focus on countries familiar to pupils with EALs, DT projects could incorporate use of Lego, appealing to many pupils with Autism Spectrum Disorder (ASD) and recording in geography could focus on practical and visual skills, rather than writing.</p> <p>Extend the use of ICT for pupils with additional needs.</p>	<p>All subject leaders and curriculum coordinator to incorporate further ways to cater for additional needs in their curriculum design; this should include establishment of the views of pupils with additional needs.</p> <p>Audit of current hardware and software; sources of funding to be investigated; training for teaching staff</p>	<p>Children with additional needs will be more engaged in the curriculum and this will contribute to improved progress across the curriculum.</p> <p>Access to ICT will help to motivate children with additional needs, will give them access to specific resources to help them and will give them an alternative method of recording to writing by hand where appropriate. This will contribute to improved progress, across the curriculum.</p>	<p>School already uses these strategies. Yearly review will ensure that this continues.</p> <p>As part of the process of gaining Dyslexia Friendly Schools status the school already uses this for children with dyslexic tendencies for whom this helps.</p>



### St George's Catholic Primary School Accessibility Development Plan 2022-2025

	Celebrate and highlight the achievements of people outside of school with additional needs, through assemblies, following particular events such as the Paralympics and through links in the curriculum (eg link musician Evelyn Glennie to science of hearing)	Subject leaders and HT to incorporate into assemblies and curriculum design.	All children will understand that people with additional needs can achieve at high levels and will see them as positive role models. This will contribute to children with additional needs at school being seen in a positive light and will contribute to the motivation of those with additional needs.	School already uses these strategies. Yearly review will ensure that this continues.
<b>Long term</b>	Staff have a greater awareness of how to promote the needs and achievements of people with additional needs	Staff training on all the above areas, eg ICT and other alternative methods of recording, Dyslexia Awareness. Review staff training and audits of training & skills via records of training completed. To include accessibility in all policies and procedures.	The curriculum and school policies will reflect the needs and achievements of a wide range of people with additional needs.	Ongoing - rolling programme of training as new staff join school.

#### Improving access to information

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timescale / priority (to be reviewed annually and</b>



### St George's Catholic Primary School Accessibility Development Plan 2022-2025

				<b>progress noted as appropriate)</b>
<b>Short term</b>	<p>Website to be compliant, and to include a wide range of information about the school and classes within it.</p> <p>Parents of children with additional needs will be kept up to date about academic progress and other issues.</p> <p>Communication, through a range of means, with pupils with additional needs will be prioritised.</p>	<p>HT, governors, subject leaders to ensure information is accurate and up to date.</p> <p>Cycle of Education and Healthcare Plan (EHCP) and My Support Plan review meetings to be fully established, with parent views always included. Involvement of Family Support Worker (FSW) with families who need the most support. Involvement of EMTAS translation service where needed and where available. Parents whose children do not have Support Plans will have access to SENCo / FSW if they feel they need this.</p> <p>Emphasis on teaching and boosting oracy in children through interventions such as Talk Boosts and Narrative Therapy Use of alternative methods of communication, as appropriate, to be established, eg visual supports and cued articulation. Support for children with EAL. Staff training linked to these.</p>	<p>Website will be compliant and will be accessible easily.</p> <p>Parents' views will be included at all stages of identification and monitoring of additional needs. Parents will feel supported.</p> <p>Children will have ways to communicate effectively with staff and with each other and this will contribute to them feeling safe at school and to improved academic outcomes.</p>	<p>July 2022</p> <p>Ongoing – SENCo to do an annual assessment of whether the My Support Plans (MSP's) have been reviewed 3 times a year at the appropriate time.</p> <p>School already uses strategies to address this. Yearly review will ensure that this continues.</p> <p>Staff training for communication support for children with EAL by End 2022</p>



### St George's Catholic Primary School Accessibility Development Plan 2022-2025

				(Staff meeting will address this).
<b>Medium term</b>	Ensure that information is made easily available to parents with additional needs, eg those with Literacy difficulties or those with EAL.	<p>Newsletter in easy to read format, including visuals. Ethnic Minorities and Travellers Service (EMTAS) service to be consulted to establish whether translation of key parts into Polish would be needed (they know all our EAL families).</p> <p>Key information could be recorded in audio form, accessible on school website.</p> <p>Translation into Polish of some parts of school website will be considered as above.</p> <p>Investigate translation services for parents whose first language is neither English nor Polish.</p> <p>Family Learning courses to improve Literacy levels of some parents.</p>	Parents with additional needs will have access to information they need without difficulty.	By the end of 2022/23 academic year
<b>Long term</b>	Further methods of communication with children and parents to be developed.	<p>Staff to attend training, as appropriate, eg Makaton or British Sign Language (BSL), South West Autism Parents Partnership (SWAPP) courses re communication with people with ASD.</p> <p>Translation of information into further languages / Braille</p>	Children and parents will have access to the information they need.	Ongoing, as needs arise

**Date of Plan: March 2022**



## **St George's Catholic Primary School Accessibility Development Plan 2022-2025**

**Created by: N Bracey, Acting Senco**

**Approved by: L Billington**

**Date: 21<sup>st</sup> March 2022**