

St John Houghton Catholic Voluntary Academy

Accessibility Plan



Accessibility Plan for St Ralph Sherwin Catholic Academies

Accessibility Plan

Name of Academy: Saint John Houghton Catholic Voluntary Academy

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Ensure no pupil is excluded from accessing the premises	<ul style="list-style-type: none"> Annual audit of school premises, taking into account the specific needs of any pupil, either current or prospective 	<ul style="list-style-type: none"> Ground floor classrooms are accessible to all students and staff 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> SLT, SENDCo, Premises staff
All pupils with SEND both at SEND support and with an EHCP will receive equitable access to the curriculum	<ul style="list-style-type: none"> Pupil needs are addressed initially through Quality First Teaching, adaptation of learning tasks and materials to meet individual learners needs. Staff receive Pupil Passports detailing individual pupil needs to support their access to the curriculum. Appropriate equipment is provided either by the Academy or through the LA to support pupil physical and access needs Teaching staff share evidence with SENCO to ensure access arrangements can be applied for. 	<ul style="list-style-type: none"> Pupils will make good progress within the curriculum Pupils will have learning materials that are appropriate to meet their needs. Pupils will not be disadvantaged in exams and assessments 	<ul style="list-style-type: none"> Drop in and lesson observation evidence indicates the needs of all learners are being met 	<ul style="list-style-type: none"> SLT, SENDCo, All teaching staff

<p>All pupils who have SEND support or EHCPs will have access to appropriate and necessary interventions</p>	<ul style="list-style-type: none"> • The academy will continue to seek and follow the advice of Educational Psychologists, specialist teacher advisers and appropriate health professionals from the local NHS Trusts. • Identified Pupils will have access to small group reading and maths interventions • Access arrangements will be applied for exams and assessments where needed. • Pupils will have access to external agencies and pastoral care 	<ul style="list-style-type: none"> • Pupils will have an appropriate reading age to be able to access the curriculum • Pupils will have the core skills in maths to enable them to access the maths curriculum • Pupils will have strategies to enable them to attend in class 	<ul style="list-style-type: none"> • When appropriate through regular assessments 	<ul style="list-style-type: none"> • SLT, SENDCo, Learning support team
<p>All staff will feel confident to support Pupils with SEND in school.</p>	<ul style="list-style-type: none"> • Training is given to all staff around meeting the needs of pupils with SEND. • The SEND team support pupils and staff to ensure Pupils' needs are appropriately catered for 	<ul style="list-style-type: none"> • Whole school community is aware of issues related to SEND. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo
<p>All out of school activities are planned to ensure the participation of SEND pupils.</p>	<ul style="list-style-type: none"> • Staff will be supported to ensure risk assessments are appropriate for any students with SEND • Alternative transport will be arranged if needed to ensure students are able to attend off site trips and visits. • Staff from the SEND and pastoral teams with the appropriate training 	<ul style="list-style-type: none"> • Increase in access to all school activities for SEND pupils 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo, Trip leader, EVC

	<p>will accompany pupils on trips and visits when needed.</p> <ul style="list-style-type: none"> • Staff will check the appropriateness of activities and request reasonable adjustments and modifications if needed. 			
<p>All pupils with SEND will have quality careers education and guidance to ensure they are able to make an appropriate transition to their next step</p>	<ul style="list-style-type: none"> • Pupils with SEND will have additional meetings with the careers advisor if needed • Year 11 EHCP annual reviews are transition focused to support next steps • Year 10 and Year 11 pupils with SEND have priority access to annual careers fair • Additional parental support and advise for SEND pupils 	<ul style="list-style-type: none"> • All pupils with SEND will have appropriate and practical advice to support them to progress to an appropriate post 16. 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • SENDCo, Careers advisor, Careers school co-ordinator, Learning support team,

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
Pupils with SEND will not be excluded from activities due to the physical environment of the school.	<ul style="list-style-type: none"> • The academy will take account of the needs of pupils with SEND when planning and undertaking future improvements and refurbishments of the site, in particular relating to those with a physical Disability or a Sensory impairment. • Pupils with mobility difficulties will be timetabled to attend lessons downstairs • Blinds and appropriate lighting will be installed and maintained to ensure it's effectiveness. 	<ul style="list-style-type: none"> • All pupils with SEND will be able to access all activities within the academy. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SLT, SENDCo, Site Team
The academy will be safe and promote independence for pupils with SEND in particular those with vision impairment and physical disability	<ul style="list-style-type: none"> • School site will be maintained regularly to reduce trip hazards and potholes • Yellow lines will be maintained on stairs, curbs, posts and handrails • Pupils with vision impairment will have appropriate mobility and independent living skills training to enable them to access the school site and be as independent as possible • Pupils will have access to disabled toilets around site • Annual health and safety audits will be carried out 	<ul style="list-style-type: none"> • The site will be safe for pupils with vision impairment or mobility difficulties. • Pupils with disabilities will be able to access the appropriate provision to meet their personal care needs and maintain their dignity. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SLT, SENDCo, Site Team

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
Pupils, staff, visitors and parents will have information provided in an accessible format	<ul style="list-style-type: none"> • The school will make itself aware of the services available through the local authority for converting written information into alternative formats 	<ul style="list-style-type: none"> • The school will be able to provide written information in different formats when require for individual purposes 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SLT, SENDCo, Assistant SENDCo, Learning support team
Make sure disabled parents have every opportunity to be part of the school community	<ul style="list-style-type: none"> • Utilise disabled parking space • Offer a telephone call to explain letters home for parents who need this or additional parent meeting • Adopt a more proactive approach to identifying the access requirements of disabled parents 	<ul style="list-style-type: none"> • To enable parents with disabilities to be involved in every aspect of their childs education 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Whole school staff