



Accessibility Plan Template for St Ralph Sherwin Catholic Academies

Accessibility Plan

Name of Academy: Saint Benedict 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 |
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| 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, differentiation of learning task, outcome and adaptation of materials to meet individual learners needs.Additional support is provided to Pupils on a needs basis relating to identified need determined by the SENDCo or Director of Learning (DoL) for the ERBStaff receive Pupil Profiles detailing individual pupil needs to support their access to the curriculumAppropriate equipment is provided either by the Academy or through the LA to support pupil physical and access needs. | <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 needsPupils will not be disadvantaged in both internal and external exams and assessments. | Annually | SLT, SENDCo, Deputy SENDCo, DoL ERB, All teaching staff, LSAs |

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| All Pupils who need SEND Support and EHCPs will access appropriate and necessary interventions. | <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 both internal and external exams and tests where needed. • Pupils will have access to a school counsellor 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. | When appropriate through regular assessments | SENDCo, Deputy SENDCo, DoL ERB, HLTA |
| All staff will feel confident to support Pupils with SEND in school. | <ul style="list-style-type: none"> • Training is given to new staff around meeting the needs of pupils with SEND including those supported by the Enhanced Resource base. • The SEND and ERB team support pupils and staff to ensure Pupils' needs are appropriately catered for. • Staff are regularly given up date training within the areas of SEND. • Staff have access to Sighted Guide Training. | | Annually or through the induction process. | SENDCo, Deputy SENDCo, DoL ERB, Habilitation Officer. |
| Pupils with SEND will have full access to | <ul style="list-style-type: none"> • Staff will be supported to ensure risk assessments are | All students with SEND attend trips and visits | Ongoing | All teaching staff, SENDCo, Deputy |

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| any trips and visits within the curriculum. | <p>appropriate for any students with SEND.</p> <ul style="list-style-type: none"> • Alternative transport will be arranged if needed to ensure students are able to attend off site trips and visits. • Staff from the SEND and ERB teams with the appropriate training will accompany pupils on trips and visits when needed. • Staff will check the appropriateness of activities and request reasonable adjustments and modifications if needed. | | | SENDCo and the DoL ERB. |
| 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.. | <ul style="list-style-type: none"> • Pupils with SEND will have additional meetings with the careers advisor if needed. • Pupils with SEND will be sign posted to additional support such as Access to Work, disabled students allowance and will know their rights under the Equality Act 2010. • The careers advisor will attend year 10, year 11, year 12 and year 13 annual reviews for pupils with EHCPs | All pupils with SEND will have appropriate and practical advice to support them to progress to an appropriate post 16 or post 18 placement. | Annually | SENDCo, Deputy SENDCo, DoL ERB and school careers advisor |

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 |
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| 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. | All pupils with SEND will be able to access all activities within the academy. | Ongoing | SLT, Site Team, SENDCo, Deputy SENDCo and DoL ERB. |
| 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. School signage on the drive will alert visitors to the presence of pupils with physical disabilities and vision impairment. Pupils with vision impairment will have appropriate mobility and independent living skills training to enable them to | <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. | Ongoing, at least 6 monthly for manual handling equipment. | SLT, Site Team, DoL ERB. |

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| | <p>access the school site and be as independent as possible.</p> <ul style="list-style-type: none"> • Pupils will have access to disabled toilets around site. • Moving and Handling equipment will be appropriately maintained and replaced when needed. • Staff in the ERB will undertake appropriate moving and handling training. • Regular environmental audits will be carried out | | | |
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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 |
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| Pupils, staff, visitors and parents will have information provided in an accessible format | <ul style="list-style-type: none"> • Large print and Braille resources will be made available to students, visitors and parents when needed. • Students will be provided with resources that are modified to meet their needs (e.g. Visual timetables, modified English, reduction in visual clutter, work broken into smaller chunks). • Any whole school signs are also presented in braille. • All room names and numbers are presented in Braille. • Pupils will be provided with appropriate technology when it has been assessed it is needed, | Any information provided by school is available in a range of different formats. | Ongoing | MAT, SLT, Heads of Year and Pastoral support, SENDCo, Deputy SENDCo and DoL ERB. |

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| | <p>funded by the LA or school (as appropriate).</p> <ul style="list-style-type: none"> • Local services are used when needed to provide information in alternative formats. • Contact with parents with sensory needs is provided through email and text communications. • A BSL interpreter is provided when appropriate for meetings, parents evenings and school performances. • Interpreters for parents with English as an additional language are used for meetings when appropriate. • The school website should be accessible to those with sensory impairments. | | | |
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