

# **St Thomas of Canterbury RC Primary School**



## **School Accessibility Plan**

**Reviewed: January 2025**

**Next Review: January 2026**

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# **2024-2026**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This Accessibility Plan is an integrated part of our School Improvement Plan. Accessibility planning is integrated into the school's over-arching planning process, including premises development, curriculum planning, repairs and maintenance.

We are working within a National Framework for educational inclusion provided by:

- The New SEND Code of Practice 2014
- The Single Equality Act 2010

Evaluation of the plan will look at what the school has implemented and what effect those measures have had. A range of evidence will form the basis of a judgement, including staff confidence in teaching children with SEND and/or a disability, parental satisfaction, outcomes for children, the physical environment, and participation of children and overall culture of the school.

This Accessibility Plan is shared with the Governing Body.

- This Accessibility Plan is available from school on request and can also be viewed on the school website.

# **ACCESSIBILITY PLANNING**

## **OUR STRENGTHS:**

### **Buildings (Physical): Improving the physical environment of our school by:**

- The school has good physical access, with wide corridors and doorways. Most of the building is carpeted or has suitable flooring.
- We have a bespoke low arousal classroom complete with a high ratio outdoor play space.
- We have ramped access, a lift, medical/changing areas in the EYFS and Acorn classroom.
- We have a shower in the Acorn.
- We have ASD quiet areas (chair, divider, table, clutter free) in classrooms where we have children with ASD.
- An inclusive classroom- Acorn
- We have two toilets for staff, pupils or visitors with disabilities.
- Numerous intervention rooms
- 2 car parks with disabled parking at the front of the building
- After School/Breakfast Club care room
- Additional handrails inside and in the playground area
- Accessible stairways inside and outside, including low height rails where needed for pupils of short stature.
- Yellow stair edges to benefit visually impaired pupils, staff or visitors

**Curriculum: Increasing the extent to which disabled children can participate in the curriculum by:**

- Pupils with disabilities are supported to participate in all aspects of school life; productions, clubs, sports, visits, residential, trips etc. We ensure participation in all activities through careful planning and risk assessments and we utilise additional staffing, parents and training facilities to ensure full access and safety.
- Curriculum support and guidance is sought from Learning Support Service and other agencies.
- Access to the EYFS is provided for children in KS1, as required.
- Levels of absence of children with disabilities and SEND children are in line with the rest of the school's population.
- There have been no exclusions of children with SEND and/or a disability.
- We have a clear anti-bullying policy, which is monitored and updated regularly.
- Regular review and reflection is made on the progress and attainment of children with SEND and/or a disability

**Information: Improving the delivery of information to children and parents by:**

- Access to information is planned. For example, dyslexic children have longer to write things down; those who have difficulty writing have scribes, lap-tops, ipads etc.
- We are a Dyslexia Friendly School; coloured overlays, off-white orienting paper, reading rulers, highlighter pens, school text size and font are used throughout the school.
- We have autism friendly classrooms.
- Children have individual TA support as appropriate.
- Additional facilities, equipment, time and staffing are provided for those who need it eg a weighted blanket for an autistic child
- IEPs are shared with parents and children are aware of their targets.
- We have a clear policy on the administration of medicines, which is monitored and updated regularly.
- During whole class carpet sessions, TAs use resources with individual children during teaching time eg a number line, a smaller version of the text.
- Washing lines and working walls are in all classrooms.
- Our marking policy includes Shirley Clarke's ideology, where children are actively involved in marking their own work.
- School website provides information
- School Newsletter provides information
- Parents are kept informed via: text messages, interpreters, translated letters, Parent Partnership Service is used for SEND meetings, school newsletter, church newsletter, website.

# **ACCESSIBILTY PLANNING**

## **OUR PLANS TO IMPROVE:**

### **Building (Physical): Improving the physical environment of our school by:**

- Develop more autism friendly classrooms by providing table, chair, screening area in each classroom (creating low arousal areas)
- Explore creating a 'calm corner' or well being space in each classroom to support pupil well-being and mental health. Include sensory resources and related texts etc.
- Further work and investigations into provision of an additional changing space.
- Continue to develop further the use of the Acorn Classroom.
- Explore the development of a Science Garden

### **Curriculum: Increasing the extent to which disabled children can participate in the curriculum by:**

- Continue to work towards being an ASD friendly school.
- Further embed Shirley Clarke ideology
- Continue to use concrete, pictorial, abstract approach in Maths
- Further provision of in-house CPD for staff on SEND/Disability/Equality issues from independent consultant.
- Google classrooms for homework/Home schooling/ Work packs and resources sent home during pandemic

### **Information: Improving the delivery of information to children and parents by:**

- Explore School Council as a vehicle for consulting and developing a childfriendly version of the Accessibility Plan and the Single equality Policy.
- Explore Coffee Morning event to share and consult with parents on the Accessibility Plan and Single Equality Policy.
- Twitter

- Facebook
- Instagram
- Parent Pay
- Texting
- School Newsletter
- School Website
- Parent Workshops