



**11 ACCESSIBILITY PLAN TEMPLATE**

**Planning Duty 1: Curriculum**

	Issue	Description	Who	When	Outcome	Review
	Effective communication and engagement with parents	Termly meetings with parents/carers – Termly consultations/Provision Maps/Annual Review meetings with SENCo	Teaching staff/SENCO	In place and ongoing		
	Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of teaching assistants Use of ICT, eg: Clicker & Communication in Print Purchase and allocate other resources as needed, eg: wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, chew/fiddle toys	Teaching staff/SENCO	In place and ongoing		
	Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations, individual Speech and language therapy programs, specific training in word processing skills through Nessy Fingers & Junior Type, use of access arrangements for assessment/National tests	Teaching staff/SENCO	In place and ongoing		

	Training for staff on increasing access to the curriculum for all pupils	Birmingham Toolkit, Intimate care, training, training from SALT, ASD, Ed Psych, lead professionals and outside agencies. Access to courses, CPD support from Sheffield Catholic Schools Partnership, Learn Sheffield, Fusion and Locality F schools. Online resources for CPD shared with staff. Ongoing guidance from specialists e.g. continence nurse etc.	SLT/SENCO	In place and ongoing		
	Improve educational experiences. Including:  All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements. Any specialist equipment needed to allow a child to access an education activity or club.	All.	In place and ongoing		

### Planning Duty 2: Physical Development

	Issue	Description	Who	When	Outcome	Review
	Access into and around school and reception to be fully compliant	Designated disabled parking if required. Wide doors and corridors. Clear route through school. Maintain wheelchair accessible toilets with clinical waste bins. Wheelchair lift into hall serviced on a yearly basis.	HT/SLT/Business Manager	In place and ongoing		

	Maintain safe access around exterior and interior of school	<p>Ensure that pathways are kept clear of vegetation.</p> <p>Awareness of flooring, furniture, and layout in planning for disabled pupils.</p> <p>Maintenance of steps, doors or identified hazards and addressed.</p>	All/Building Supervisor	In place and ongoing		
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### Planning Duty 3: Information

	Issue	Description	Who	When	Outcome	Review
	Availability of written material in alternative formats	<p>Weekly newsletter emailed to parent/carers.</p> <p>Improve availability of information for parents – display appropriate leaflets for parents to collect.</p> <p>Key content published on school website.</p> <p>Provided translated documents if required.</p> <p>Provide paper copies if required.</p>	all			
	Ensure documents are accessible for pupils with SEND	<p>Seek and act on advice from professionals/SENCO/Parents on individual pupil requirements.</p> <p>Use of coloured paper/overlays/TEAMS Immersive reader where appropriate.</p> <p>Ensure large, clear font used in documentation.</p>	Class teachers/ Senco			

	<p>To ensure the school develops children's awareness of disability.</p>	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities.</p> <p>Invite people with disabilities into school: Use opportunities to show people with disabilities in a positive light: Recent example = Paralympics</p> <p>Use the weekly British Values and Gospel assembly to highlight this e.g., Tolerance - We all have different opinions, beliefs, and values so our role models will be different too. Being tolerant of our differences means people feel accepted and free to be who they want to be.</p>				
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