



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

**Accessibility Plan**



**St. Mary's Catholic First School**

**We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.**

<b>Target</b>	<b>Current Good Practice</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
<b>Curriculum</b>					
<b>To ensure staff have the training required to meet the needs of SEND pupils</b>	<p>SENDCo keeps a register of training which teachers and teaching assistants have undergone.</p> <p>Training needs identified and mapped out to meet needs of current cohorts</p>	SENDCo to continue to audit and track training requirements for our pupils and arrange training as required	Training arranged termly as required	SENDCo	Staff in school have the training needed to meet the needs of any pupil with an additional need; children are able to access all areas of the curriculum
<b>All pupils are able to access the curriculum and make good progress</b>	<p>ELSA support is strong TA deployment relates to pupil need</p> <p>Curriculum is designed to ensure access for all Links with partnerships are strong (e.g. EP etc.)</p>	Continue to liaise with wider professionals where need is identified (e.g. speech and language; vision impairment; language and learning etc.)	As required	SENDCo	All children are able to access all areas of the curriculum and work towards attaining at least age related expectations
<b>All staff aware of curricular needs of individual pupils regarding specialist equipment</b>	Key staff are aware of needs of children they work with and use equipment necessary to meet their needs. Additional equipment is purchased as identified	Ensure staff are trained in use of specialist equipment if necessary	As required	SENDCo/HT	
<b>Ensure PE continues to be accessible to all</b>	PE kits are provided for children if necessary PE	Liaise with external agencies if required to	As required	PE Lead	

	is well-resourced with a plentiful supply of appropriate equipment	ensure any specialist equipment is sourced			
<b>All out of school activities are planned to ensure participation of all pupils</b>	Individual pupil needs are considered as part of initial vetting of trip and also within risk assessments	Continue to follow good practice; SLT monitor to ensure inclusivity	Ongoing	CT	
<b>Ensure access arrangements are deployed to meet individual pupil needs when taking statutory tests</b>	Applications are made (eg specific access arrangements) for KS1 SATs  Modifications are made on an individual pupil need for in class assessments	Continue to evaluate if any pupil needs modifications for assessments	Ongoing	CT/SEND/CO/HT	Pupils achieve their potential in statutory tests and less formal assessments
<b>Provide nurture provision for pupils who struggle with busy, outside space during the longer lunch break</b>	Lunchtime nurture groups is provided for identified pupils  Lunch time club priority for identified pupils	Revisit provision to ensure it is meeting the needs of the pupils who access it	Termly	TA/SEND/CO/HT	Pupils return to class happy, settled and ready to learn
<b>Physical Environment</b>					
<b>Ensure any new build project is physically accessible for everyone</b>	School as it stands is accessible. It is all on one level, with ramp access in some entrances and disabled toilet facilities available	Ensure compliance with building regulations regarding accessibility	As required	SBM/Trust	School is fully accessible to all

Ensure all disabled pupils can be evacuated safely	Personal Emergency Evacuation plans (PEEP) are put in place as required and shared with all relevant staff	Monitor PEEPs, and ensure they are followed when carrying out a fire drill	Termly	HT/SBM/Trust	Safe evacuation for all when necessary
Awareness of access needs of all pupils and other members of the school community	There is an allocated disabled parking space.  Appropriate seating is provided (or space for wheelchairs) for visitors who require this	Continue to evaluate access needs of school community	At least annually (start of a new school year)	HT/SBM/Trust	School is accessible for whole school community
<b>Communication</b>					
Information accessible to all	Translation tool on all school iPads  All materials available in partnership with EAL allowing text to be translated.	Evaluate if there are any other issues with communication for families who don't speak English as their first language	Ongoing	SBM/Trust/SENDCo	School information can be accessed by all people.

### Acronym Descriptor

<b>Acronym</b>	<b>Definition</b>		<b>Acronym</b>	<b>Definition</b>
<b>SEND</b>	Special Educational Needs and Disability		<b>HT/SLT</b>	Headteacher/Senior Leadership Team
<b>SENDCo</b>	Special Educational Needs and Disability Coordinator		<b>CT/TA</b>	Class teacher/Teaching Assistant
<b>ELSA</b>	Emotional literacy Support Assistant		<b>PEEP</b>	Personal Emergency Evacuation Plan
<b>EP</b>	Educational Psychologist		<b>SBM</b>	School Business Manager

<b>Date</b>	September 2022
<b>Date to be reviewed</b>	September 2025
<b>Head Teacher</b>	Sarah Oakes
<b>Chair of Governors</b>	Mark Dotchin