



**Accessibility Plan Template for St Ralph Sherwin Catholic Academies  
2021-2022 Accessibility Plan**

**Name of Academy: St Elizabeth’s Catholic Voluntary Academy.**

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

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
To ensure Adequate provision is made for making information available to all people who may need access to goods, services and facilities.	The height at which all displays and information is located should be considered carefully. Handouts, visual timetables and information about school and school events to be share with parents and pupils as required.	The inclusion of all.		All staff responsible for displays and sources of information.
To provide information in an accessible manner for pupils and prospective pupils who may have difficulty with standard forms of printed information.	- provide information when required in Braille, large print, Comic Sans font (for pupils with a Dyslexia profile) or on audiotape for pupils and prospective pupils who may have difficulty with standard forms of printed information - Use of coloured overlays and coloured pages for children with dyslexia.	This allows all pupils to access the learning, enabling a more independent approach to tasks.  Supports progression.		All staff.



To ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision.	-read text allowed to enable access for all. - Use of whiteboards on tables. - Large print or recordings to relay information needed.	This allows all pupils to access the learning, enabling a more independent approach to tasks.  Provides an inclusive environment, where all children can work together on projects or tasks.		Teaching staff.
To produce written information in a way which enables access to all.	- produce written information in a variety of fonts, sizes and colours.	Enables all children to develop their reading and literacy skills. Develops the independence of the children.		Teaching staff.
To use the RNIB guidelines to produce written information in accessible formats.	-share the RNIB guidelines with all staff so that they are aware.	Provides staff with the knowledge and a source of information on how to best support their pupils. This will build staff confidence.		FH Teachers TAs
To ensure that staff are familiar with technology and practices developed to assist people with disabilities.	-training of staff with regards to specific equipment used within school.	Provides staff with the knowledge and a source of information on how to best support their pupils. This will build staff confidence.		AC FH
To ensure staff have the necessary training to support disabled pupils.	-training of staff through CPD opportunities. -Information and policies shared to support staff.	Provides staff with the knowledge and a source of information on how to best support their pupils. This will build staff confidence.		AC FH



To make the most effective use of support staff.	-Support staff to offered CPD opportunities to support their knowledge.	Provides staff with the knowledge and a source of information on how to best support their pupils. This will build staff confidence.		AC, FH, TAs
To ensure our classrooms are optimally organised for disabled pupils.	-Rooms to be organised in a way that allows movement and access for all pupils. -Ensure all resources are accessible to all pupils.	This enables all children to participate in class activities. It enables access to and from rooms. Access to resources enables a greater sense of independence for all pupils.		Teachers
To ensure lighting / provision of blinds appropriate in all teaching areas.	-Lighting to be maintained and any flickering lights to be reported immediately. -All classrooms to have working blinds.	Good lighting aids children in their work and prevents health problems, linked with vision from being triggered or exasperated.		Teachers
To ensure all lessons are responsive to pupil diversity	-planning which accounts for pupil diversity across the curriculum.	Forms an inclusive environment and ensures all children feel valued.		Teacher
To ensure all lessons are made accessible to all students	-planning which accounts for pupil diversity across the curriculum.	This allows all pupils to access the learning, enabling a more independent approach to tasks. Provides an inclusive environment, where all children can develop and progress.		Teachers





**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.**

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
To ensure all pupils have access to: <ul style="list-style-type: none"> <li>➤ Classrooms</li> <li>➤ Hall / dining area</li> <li>➤ Playground</li> <li>➤ Sports field</li> <li>➤ Toilet facilities</li> </ul>	-Ensure there are clear routes around school, which allow all pupils to access these areas. - KS1 children in wheelchairs, to have lunch in their classroom, with a friend.	Form an inclusive environment, with access for all children. Children can participate in all events throughout school.		AC, TW.
To be aware and limit the impact of Physical structures such as doorways, which may act as barriers to pupils who use wheelchairs	-Where possible, the use of double doors should allow access. -Pathways around school, including corridors, must be kept wide enough for wheelchair access and not blocked with furniture.	Access around school is available to all children.		All staff and pupils.
To ensure the existence of safe pathways of travel around the school site	-Ensure pathways allow safe access in all weather where possible e.g. grit during icy weather.	Allows all children to explore the school grounds and access various areas, enabling outdoor learning.		AC, TW, IS



/ parking arrangements	-Parking onsite enables access to EYFS, KS1 and KS2.	Safe access to the school, allowing children to be dropped off and picked up in a safe environment.		
To ensure the school environment is not confusing or disorientating for pupils with visual impairment	-Ensure clear pathways, which are not blocked by furniture or bags. -Keep things in their designated place so that there is a familiarity. -Share any changes with those with visual impairment as soon as they occur.	This enables students to build on their confidence and independence when moving around the school.		All staff
To ensure signage, symbols and labels are incorporated in the school learning environment, ensuring all students can access the curriculum.	-ensure all classrooms are clearly signed with the year group and the teacher. -Consistent visual timetables to be used.	This helps to build confidence and guidance.		Teachers, AC
To ensure all pupils can access aids and equipment.	-Provide storage that can be accessed by all, taking height into consideration.	This enables students to build on their confidence and independence, building self esteem		All staff



<p>To make reasonable adjustments for the comfort of all.</p>	<ul style="list-style-type: none"><li>-Consider the acoustics within rooms for those with hearing impairments.</li><li>-Encourage children to be aware, including preventing the scraping of chairs which can be uncomfortable for wearers of hearing aids.</li><li>-Provide prewritten text for videos or pre-teaching to enable all children to access shared resources.</li></ul>	<p>Builds an inclusive environment. Builds independence and self esteem.</p>		<p>All staff.</p>
<p>To ensure that emergency and evacuation systems are in place, including alarm with both visual and auditory component.</p>	<ul style="list-style-type: none"><li>-ensure alarms include both an auditory and visual component.</li><li>-ensure that all children know the procedures in place in the case of an evacuation.</li></ul>	<p>This ensures that there is a clear process in place which means all children can evacuate safely.</p>		<p>AC</p>



**Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
To ensure that everyone is made to feel welcome in an inclusive environment.	-Ensure that planning and events within school reflect the inclusive environment. -Maintain the welcoming and friendly environment created by staff and students.	Builds an inclusive environment, where all pupils feel safe. This enables them to build their independence and confidence.		All Staff
To ensure there are high expectations of all pupils.	-Reflect these high expectations through planning and delivery of lessons.	Encourages all children to reach their full potential.		Teachers
To ensure all staff, governors and pupils share a philosophy of inclusion.	-Ensure that planning and events within school reflect the inclusive environment. -Maintain the welcoming and friendly environment created by staff and students.	Builds an inclusive environment, where all pupils feel safe. This enables them to build their independence and confidence.		All staff



To ensure all pupils are equally valued	<ul style="list-style-type: none"><li>-ensure that policies are in place to reflect a fair and safe environment e.g. behaviour policies.</li><li>-Ensure that all children are given opportunities within the wider curriculum</li></ul>	Builds an inclusive environment, where all pupils feel safe. This enables them to build their independence and confidence.		All staff
To ensure that all staff seek to remove all barriers to learning and participation	<ul style="list-style-type: none"><li>-Provide CPD opportunities for all staff.</li></ul>	Builds an inclusive environment, where all pupils feel safe. This enables them to build their independence and confidence.		All staff