



St Francis Catholic Primary School Accessibility Plan

Plan Review Date: Autumn 2028

Aims

At St Francis' School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make progress and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals, who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Duty

St Francis' recognises its duty as set out in the Disability Discrimination Act (DDA) 1995;

- Not to discriminate against disabled pupils in our admissions, exclusions, provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

IMPROVING ACCESS TO THE CURRICULUM				
Target	Action	Resources	Time	Outcomes
Develop range of learning resources that are accessible for pupils with different disabilities.	Inclusion Manager and Subject Co-ordinators to review resources in their curriculum areas and consider needs of all children when ordering from their budget allocation.	Coordinator time Subject Budgets	Continuous	Pupils will have access to curriculum materials designed to support their learning needs.
In line with new Special Educational Needs and Disability (SEND) legislation, teachers to develop their knowledge of teaching & learning styles and inclusive practice.	Support and training for teachers and LSAs with children who have specific needs. Planning to include provision for children of all abilities and needs – including school trips and sporting events.	SendCo to source specialist training.	Continuous	Teachers have confidence to provide for all children's needs and all children make at least good progress.
Continue to develop children's understanding of difference through EPR and Citizenship policy	Invite speakers from other organisations such as Children's Trust Tadworth. Ensure that positive attitudes towards all people are promoted.		Ongoing	Pupils have greater understanding and empathy for those whose needs differ from their own.
Monitor achievement of all groups of pupils.	To gather and monitor data on all groups of pupils and their attainment levels on core tracking/assessment manager. To train teachers in assessing without levels.	Target Tracker training. Summative assessments for Steps not levels.	Ongoing	Staff and governors have information on progress made by all groups of pupils.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
Target	Action	Resources	Time	Outcomes
Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of the education, benefits, facilities and services offered by the school.	Provide clear easy to interpret signs. Distinguish doors from doorframes. Consider electronic entrance doors. Consider improving acoustics. Clearly identify room functions. Class bases planned in accordance with pupil need. Resources within classes to reflect children's needs. Disabled toileting facilities are in place and available. Disabled parking spaces are available onsite. Incorporate accessibility into any proposed structural alternatives, and adapt the Physical environment where practical and financially viable to reflect the needs of disabled children without disadvantaging others. Ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, handrails are available where needed, contrast flooring is available.	Parental guidance Architects advice Equality Act	Ongoing	Improved physical access for all. Disabled people have access to all activities within the school independently.
To undertake a re-canvass of all existing staff inviting any staff who consider that they have become disabled to submit a self-classification form.	To encourage appointees (who have not done so at the recruitment stage) to indicate at induction whether they consider themselves disabled.		Ongoing	Register established for disabled staff and children.
To ensure that disabled pupils can participate in extra-curricular activities.	To ensure extra-curricular activities are accessible to children with disabilities		Ongoing	Increased participation in after school activities for pupils with disabilities.

To ensure that disabled pupils can participate in school trips and visits.	Detailed risk Assessments adapting trips/activities where necessary		Ongoing	All disabled children are able to attend all visits.
To ensure medical care plans are up to date.	Ensure that medical care plans and medication are up to date to make sure that children's health needs are met.		Ongoing	All pupils have care plans if they have been prescribed an EpiPen for allergies. Asthma and eczema sufferers care plans and medication are in date.

IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Time	Outcomes
Make information about the school and all correspondence accessible to all pupils and parents.	Large print or audio formats of reports available as required Translation provided as required Assistance with reading and completing forms provided as required	Local Authority support	Ongoing	Improved access to information

ENSURING ACCESS TO EQUAL OPPORTUNITIES

Target	Action	Resources	Time	Outcomes
In line with our Mission Statement, ensure inclusion, as far as is reasonably possible, for all members of our school in all aspects of our school life.	Ensure that all applicants who meet the minimum criteria for a job vacancy are considered on their abilities and given a fair chance of selection. To ensure that all employees are offered the opportunity of a meeting with their line manager to discuss their needs and development. To support staff who have any changes in their personal or physical circumstance and make reasonable adjustment to allow them to fulfil their role.		Ongoing	All reasonable adjustments considered to ensure access to equal opportunities