**Accessibility Plan Template for St Ralph Sherwin Catholic Academies**

**2022-2023 Accessibility Plan**

**Name of Academy: St. Thomas More, Buxton, Derbyshire.**

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

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| **Targets** | **Strategies to Implement** | **Expected Outcome / Impact** | **Timeframe** | **Responsibility** |
| Staff training | Differentiation  “Golden thread”  Barriers to learning  Additional planning required for SEN | Student outcomes – curriculum appropriately differentiated and accessible to students  Change in staff mind-sets as SEN as a “bolt on” to regular practice.  Inspiring curriculum that engages students. | Preparation for September 2022 | SENCo and Assistant Head of Teaching and learning to implement and oversee and to be cascaded down from Heads of Department. |
| Teaching Assistant Training | SEMH training for Teaching assistants  Mental health first aiders.  ELSA training. | Support for students and strategy bank for TA’s to ensure students are in lessons learning.  TA’s understand triggers and how to ensure students manage their emotions during a day. | Preparation for September 2022 pilot. | SENCO through line management with support from DCC pilot project. |
| Student awareness | Assemblies and PHSE program to raise awareness of disability and inclusion. | Autism awareness week assembly  What is inclusion  Role of the SENCO | February 2023 – Preparation. | SENCo |
| Differentiation – providing alternative opportunities | Participation in DCC pilot project. | Inclusion of students and raise in attainment for “at risk group” of identified students. | September 2023 onwards. | SENCo |
| Assistive computer technology for identified students | Review of current use and need  Health check of equipment | Technology has a measurable impact on learning and is enhancing students work. | February 2023 onwards. | SENCo – delegated to lead IT TA  IT Department |

**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.**

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| **Targets** | **Strategies to Implement** | **Expected Outcome / Impact** | **Timeframe** | **Responsibility** |
| Accessible toilets – gender neutral toilets/changing facilities | Change of signage and education of staff/students. | All students have appropriate changing and toilet facilities | April 2022 | Site team |
| Décor and signage – Autism friendly school | Review of lunch hall for students – how can this be changed into a calmer more accessible space for collecting food and seating.  Classroom survey as part of learning journey  Autism friendly classroom evaluation | Calm space to allow all student to access the dining hall and develop skills for life (shopping)  Welcoming classrooms – with updated and relevant displays. Reducing cognitive/sensory demand. | April 2022 – January 2023 | SENCo and Assistant Head – Teaching and Learning.  Heads of Department & Classroom teachers. |
| Break and lunch time spaces | Designated safe spaces for students | Students have a safe space where they can regulate/fee safe | April 2022 | Student council and SENCo. |
| Sensory room | Training need for TA’s Pastoral staff in use of sensory space and equipment. | Sensory room support SEMH within the school and helps students remove barriers to learning | Review September onwards. | SENCO/Pastoral team. |
| Student and parent voice. | Feedback from students  Parents/carers coffee/welcome events | Reflection of how to support students with their learning.  Clear communication with parents/carers. | January 2023 onwards | SENCo.  Student Council. |

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

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| **Targets** | **Strategies to Implement** | **Expected Outcome / Impact** | **Timeframe** | **Responsibility** |
| Information presentation – use of projectors and visuals | Review of projectors – focus on screens and appropriate lighting and blinds so ensure screens are easy for all to see | Student access to lesson improved, work is clear and students are able to see and has an impact on their focus and progress. | April 2022 – July 2022 | IT support team within school. |
| Information presentation | Differentiating learning to ensure that students are able to see the work. | Differentiated work – ensure each student has tailored work to allow progress and access to the curriculum. | April 2022 – October 2022 | SENCo  Assistant Head – Teaching and Learning. |
| Assistive technology – staff training. | Immersive reader  Visualizers | Review of what technology we have and what we could be using to support students – such as SmartBoard software and training and use of TA’s Ipads |  | IT support team within school.  SENCO  Designated IT TA |