

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

**2024-2025 Accessibility Plan**

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

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

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| **Targets** | **Strategies to Implement**  | **Expected Outcome / Impact**  | **Timeframe** | **Responsibility** |
| Ensure staff consistency of quality first teaching. | Teaching & Learning 7 (strategy) | Student outcomes – curriculum appropriately planned and sequenced to learners. Pupils engaged and succeed in lessons.Change in staff mind-sets as SEN as a “bolt on” to regular practice. Inspiring curriculum that engages students. Universal offer of TL non negotiables helps all learners learn. | From Sept 2024 | SLT and all teaching staff.  |
| Consistent approach to support from TAs | Review of TA standards.CPD in a range of areas.External links/training via ISATProvision checklist to ensure support offered. TA evidence of support in books (turquoise pen) | Consistent TA support.TA supporting pupil independence.TA to challenge pupils’ expectations.TA led to interventions.TA’s understand triggers and how to ensure students manage their emotions during a day. |  Sept 2024 | SENDCO through line management with support from DCC inclusion team. |
| Student lived experience of inclusive school. | Diversity month (June).Catholic Social Teaching.British values.  | Inclusivity/protected characteristics known when checked.Pupils from all backgrounds feel safe and happy.  | From Sept 2024 | SENDCO/SLTAll staff |
| Wide range of in school provision. | Fully mapped provisions.Collated and shared with staff.Universal offer.Pastoral support.SEND support.Targeted SEND support for literacy.External agency support. | A comprehensive suite of support so far.Vulnerable pupils to support learning engagement in school life, wider issues. Students will attend school, feel supported, known and loved and do well. | Provisions updated January 2025 | QFT/ universal offer – all staffSENDCOAHTInclusion teamHOD EnglishHLTA- Literacy |

**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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| Accessible toilets – gender neutral toilets/changing facilities | Change of signage and education of staff/students.  | All students have appropriate changing and toilet facilities.Increased independence for pupils changing barriers overcome. Use of timers/ instruction sheets. | From Sept 2024 | Site teamPE staffSENDCO/ SEND Manager  |
| Décor and signage – Inclusive signage | Signage, EAL friendly.Visual TT for small number of pupils.Environmental audit. Dyslexia/ASD friendly classroom.  | Calm space to allow all student to access the dining hall and enjoy social time.Welcoming classrooms – with updated and relevant displays. Reducing cognitive/sensory demand. | From Sept 2024 | SENDCO Teaching staff |
| Social times | Designated safe spaces for students.Wide range of extra-curricular. | Students have a safe space where they can regulate.Opportunities to experience more in school. | From Sept 2024 | All staffPastoral TeamLearning Support Team  |
| Sensory room | Kept updated in research.  | Sensory room support SEMH within the school and helps students remove barriers to learning. | From Sept 2024 | SENDCO  |
| Home/school communication  | Feedback from students/parents.Transition.Enhanced transition. Meet the SENDCO sessions. Information evenings.Regular letters and updates against school priorities  | Better outcomes for vulnerable learners. Parental support/engagement. | From Jan 2024 | SENDCOSEND ManagerSLTTransition coordinator |
| Accessible site- lifts and ramps | Evacuation plans/PEEPS.Wheelchair pushing training for staff.Operation of ramps and lifts so can safely evacuate.Specialist furniture and equipment training  | Pupils can access all areas of school.Pupils and staff can safely evacuate if necessary.  | From Sept 2024Frequent update of PEEPS Equipment checks and training routinely.  | SENDCO SEND ManagerH&S Officer  |

**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  | Review of projectors – focus on screens and appropriate lighting and blinds so ensure screens are easy for all to see.Carry put environmental audit Clutter free area around whiteboard.  | Student access to lesson improved, work is clear, and students can see and has an impact on their focus and progress.  | From Jan 2025 | Teaching staff. |
| Inclusive teaching materials. | Adaptive resources.Paper shades.Overlays. | Each student has adapted work to allow progress and access to the curriculum.  | From Sept 2024 | SENDCOAssistant Head – Teaching and Learning.  |
| Assistive technology – relevant staff training.  | Frequent use of visualiser to model.Reading pens/ iPad talkers used. | Technology can support pupils needing additional support. | From Sept 2024 | IT support team within school.SENDCODesignated IT TA |
| VI Inclusive school (visual impairment)  | Work with VI team to ensure needs are met.Font size, paper/ ex book colours. | Pupils with visual condition can engage in learning and meet outcomes.  | From Sept 2024 | SENDCOAll staff |