

Our Lady and St Edward's Accessibility Action Plan November 2022

| Improving Participation in the curriculum. | | | | | |
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| Priority | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
| Effective communication and engagement with parents | SLT | Termly meetings with parents/carers come and Share EP support Review meetings with Senco Family Support Worker School spider Reports | Time allocated | In place and ongoing | Parents/carers fully informed about progress engage with their child's learning |
| Training for staff on increasing access to the curriculum for all pupils | SLT / Senco | Epipen awareness training Training from other agencies, Access to courses, CPD Outreach support from local special school and access to Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. Team Teach Training EP involvement | Training time | In place and ongoing: | Increased access to the curriculum Needs of all learners met Maintain records of staff trained |
| Effective use of resources to increase access | SLT | Strategic deployment of support staff/inclusion staff Use of ICT | Specific apps to support | In place and ongoing | Positive impact on pupil progress Barriers to learning are reduced |

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| to the curriculum for all pupils | | | learning on ipads | | |
| Adaptations to the curriculum to meet the needs of individual learners | Senco | Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Small group learning High staff to children ratio Use of access arrangements for assessment/National tests EP advice and guidance | Specialist advice Supervision time | In place and ongoing | Needs of all learners met enabling positive outcomes |
| Appropriate use of specialised equipment to benefit individual pupils and staff | Senco | iPads available to support children with difficulty recording Sloping boards for pupils with co ordination difficulties or physical disability Coloured overlays for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions Specialist cutlery Aids for visually impaired – supported by the vision support team. | Specialist equipment as listed | In place &/or to be ordered as required | Increased access to the Curriculum Needs of all learners met. |
| Improving Physical Environment | | | | | |
| Priority | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
| Wheelchair access | SLT | Maintaining wheelchair access to both buildings. Ensuring there is a clear uncluttered | Cost of any additional work | In place | Access to school buildings and ability to move around the building. |

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| | | route. | needed. Time allocated | | |
| Improvements for visually impaired. Hazards highlighted | SLT /Site Manager | Steps and ramps highlighted in yellow. Uneven flooring highlighted if necessary. | Cost of maintenance | In place and ongoing | Children and adults who are visual impaired are able to move safely around the setting. |
| Maintain safe access around the school. | SLT | Awareness of flooring, furniture and layout. | Cost of any adjustments | In place and ongoing | People can move safely around the school. |
| Ensure appropriate facilities are available | SLT /Senco | Facilities in place to support children with physical disabilities e.g. battery operated soap dispensers, holding rails, rise and fall change table. | Cost of any adjustments | In place and ongoing | Children with physical disabilities will have necessary equipment. |
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| Improving the availability of SEND information | SENCO | All documents to be clearly written. Provide alternative formats if requested. Information available on the website and as a hard copy. Information sent via email. | Time allocated | Ongoing | Written information accessible for all. |