St. Martin de Porres Catholic Primary School

"Through Jesus we achieve our very best"

Accessibility Plan

2024-2027

Accessibility Plan 2024-2027

This plan is drawn up in accordance with the planning duty in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.
The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and Senior Leadership Team.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Vision and Values

- Our school aims to include disable pupils in all areas of school life.
- We aim to meet the key statements set out in the National Curriculum Inclusion Statement.
- We aim to remove barriers in every area of the life of the school as far as practicable.
- Our school is committed to equal opportunities for all.

Priority	Target	Strategies	Outcome	Timeframe	Success /Criteria
Short Term	Children with barriers to learning identified and suitable interventions put in place	Children identified by SENCO, class teachers and interventions begun	Staff are more aware of the barriers to learning and how they can be reduced.	Ongoing throughout academic year 2024- 2025.	Barriers to learning have been reduced.
	Children in Years 1 to 6 to be more involved in the formulation and evaluation of IEPs	Children in years 5 and 6 consulted about their IEPs and their targets	Children in years 5 and 6 to feel more confident about making decisions regarding their education	By December 2025	Delivery of information to SEN children years 1 to 6 improved
	Accessibility plan reviewed yearly	Yearly agenda item on governing body minutes	Plan has been reviewed and changed or adapted as necessary.	By September 2025	Accessibility plan reviewed yearly
	All staff are aware of the needs of children with ASD.	Training for all staff and then looking at the needs of individual children, greater development because of the PINS project involvement this year.	The needs of children with ASD are understood and supported well by all members of staff	Throughout academic year 2024 – 2025 via involvement on the PINS project.	All staff have received updated Autism Level 1 training
Medium Term	All teaching staff have a more inclusive approach to SEN learners in their classrooms.	Training for staff given linked to requests as outlined in teacher and teaching assistant questionnaire at the beginning of academic year 2024- 2025	Staff feel more confident in an inclusive approach to teaching for all learners in their classroom.	By September 2026.	All teaching staff have received training on their requested areas of need. Inclusivity increases for all children.
	Children's and staff's mental health and positive minds are supported well.	The implementation of 'My Happy Mind' scheme of work. All staff to attend training and focus on delivering the scheme.	Children's and staff's mental health and positive minds are supported well in a whole school approach.	By September 2026.	Children and staff feel positively supported with their mental health.
	Class teachers closely monitor the progress of children in their class who attend The Nest for some of their learning.	Regular visits to the Nest for class teachers, enabling progress to be carefully monitored using books and linking next steps of learning to individual continuums	Class teachers are fully aware off all areas of learning for all children with SEN in their classes.	By September 2026	All teachers have a tight handle on the learning of all SEN learners in their classes.
Long Term	Children to be aware of different disabilities and the challenges they can involve.	People with disabilities invited into school. Use of support agencies e.g. hearing impaired unit to talk to the children	Children are confident to mix with people with disabilities and understand their needs.	By December 2026	Children can explain how disabilities can impact on people's lives.
	To improve access to designated areas over successive financial years. Decisions about improvement to the fabric of the school to have regard to accessibility issues.	Planned use of DFC to improve accessibility	All refurbished areas to be more accessible	On going	Physical accessibility of the school increased