

# St Patrick's R.C. Primary School Accessibility Action plan



**February 2018 – February 2021**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<ul style="list-style-type: none"> <li>• Use of visuals to support learning.</li> <li>• Every child a talker.</li> <li>• Increase the confidence of all staff in differentiating the curriculum.</li> <li>• Use of ICT software to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School established visuals that are going to be used.</li> <li>• All classes to have visual timetable.</li> <li>• Elklan training for staff.</li> <li>• Online learning modules.</li> <li>• ASD training from Catalyst.</li> <li>• Appropriate ICT software installed on to school network as required.</li> </ul>	<p>Anne Clinton</p> <p>Siobhan Rabbitt</p> <p>Michelle Shaw</p> <p>Denise Gavigan</p>	<p>Autumn 2020</p> <p>Autumn 2019</p> <p>As required</p> <p>As required</p>	<ul style="list-style-type: none"> <li>• Agreed visual resources are used consistently throughout the school.</li> <li>• Staff in early years are trained Elklan leads.</li> <li>• All children are able to access the curriculum through a differentiated curriculum.</li> <li>• Appropriate ICT software is available on the school network to support the children's learning where required.</li> </ul>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>● <i>Ramps to rear of school.</i></li> <li>● <i>Corridor width</i></li> <li>● <i>Library shelves at wheelchair-accessible height.</i></li> <li>● <i>All disabled children can be safely evacuated.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Ramps leading to school entrance so that it is accessible for all.</li> <li>● Disabled toilet</li> <li>● Disabled parking bay in car park</li> <li>● Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and impaired and visually impaired children.</li> </ul>	<ul style="list-style-type: none"> <li>● Ramps to be installed at front school entrance.</li> <li>● Disable parking bay to be marked out in school car park.</li> <li>● Disabled toilet to be installed on ground floor.</li> <li>● Work with hearing impairment team from Lancasterian on assessing physical environment.</li> <li>● Working with visual impairment team from Lancasterian on assessing physical environment.</li> </ul>	<p>Anne Clinton Siobhan Rabbitt Michelle Shaw Denise Gavigan</p>	<p>In stages by Summer 2021</p> <p>Hearing and visual assessment January 2019</p> <p>Actions from assessment September 2020.</p>	<p>Disabled parents/carers and visitors can access the school building and feel welcome.</p> <p>School is accessible for visually impaired children.</p> <p>School is accessible for children with hearing impairments.</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>● <i>Internal signage</i></li> <li>● <i>Large print resources</i></li> <li>● <i>Pictorial or symbolic representations</i></li> </ul>	<ul style="list-style-type: none"> <li>● Letters to be made available in braille when required.</li> <li>● Information to be made available in audio format when required.</li> </ul>	<ul style="list-style-type: none"> <li>● Letters to be translated to braille if required.</li> <li>● Letters to be made available to audio format if required.</li> </ul>	<p>Anne Clinton Siobhan Rabbitt Michelle Shaw Denise Gavigan</p>	<p>Ongoing</p>	<p>All letters are accessible in braille and in audio format when required.</p>

<p>Improve the delivery of information to parents with a disability.</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Letters to be made available in braille when required.</li> <li>• Information to be made available in audio format.</li> <li>• Welcome pack made available in other languages.</li> <li>• Copies of letters to be translated to different languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters to be translated to braille if required.</li> <li>• Letters to be made available to audio format if required.</li> <li>• Welcome pack translated to different languages when required.</li> <li>• Access to translators, sign language and interpreters to be considered and offered if possible.</li> </ul>	<p>Anne Clinton Siobhan Rabbitt Michelle Shaw Denise Gavigan</p>	<p>Ongoing</p>	<p>Parents/Carers receive information in a form that they can access.</p>
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