

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

September 2024 – September 2027

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</i></p>	<ul style="list-style-type: none"> • Use of visuals to support learning. • Use of NELI in reception. • Increase the confidence of all staff in adapting the curriculum. • Use of ICT software to support learning. 	<ul style="list-style-type: none"> • School established visuals that are going to be used. • All classes to have visual timetable. • NELI training for staff. • Online learning modules. • Appropriate ICT software installed on to school network as required. 	<p>Anne Clinton Maria Kennedy Michelle Shaw Denise Gavigan</p>	<p>Summer 2025 Autumn 2024 As required As required</p>	<ul style="list-style-type: none"> • Agreed visual resources are used consistently throughout the school. • Staff in early years are trained Eiklan leads. • All children are able to access the curriculum through an adapted curriculum. • Appropriate ICT software is available on the school network to support the children's learning where required. • Training from SALT, Social Communication Team, Learning & Behaviour • Advisory Team, Sensory Support team

	<p><i>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"> • ELKLAN training for staff. 			<ul style="list-style-type: none"> • Access to courses, CPD • Outreach support from local special school • Online resources for CPD shared with staff • 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.
<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"> • <i>Ramps to rear of school.</i> • <i>Corridor width</i> • <i>Library shelves at wheelchair-accessible height.</i> • <i>All disabled children can be safely evacuated.</i> 	<ul style="list-style-type: none"> • Ramps leading to school entrance so that it is accessible for all. • Disabled toilet • Disabled parking bay in car park • Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and 	<ul style="list-style-type: none"> • Ramps to be installed at front school entrance. • Disable parking bay to be marked out in school car park. • Disabled toilet to be installed on ground floor. • Work with hearing impairment team from Lancasterian on assessing physical environment. 	<p>Anne Clinton Maria Kennedy Michelle Shaw Denise Gavigan</p>	<p>In stages by Summer 2027</p> <p>Hearing and visual assessment As required</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>

		impaired and visually impaired children.	<ul style="list-style-type: none"> Working with visual impairment team from Lancasterian on assessing physical environment. 			
Improve the delivery of information to pupils with a disability.	<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"> <i>Internal signage</i> <i>Large print resources</i> <i>Pictorial or symbolic representations</i> 	<ul style="list-style-type: none"> Letters to be made available in braille when required. Information to be made available in audio format when required. 	<ul style="list-style-type: none"> Letters to be translated to braille if required. Letters to be made available to audio format if required. 	Anne Clinton Maria Kennedy Michelle Shaw Denise Gavigan	Ongoing	All letters are accessible in braille and in audio format when required.
Improve the delivery of information to parents with a disability.	<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"> <i>Internal signage</i> <i>Large print resources</i> 	<ul style="list-style-type: none"> Letters to be made available in braille when required. Information to be made available in audio format. 	<ul style="list-style-type: none"> Letters to be translated to braille if required. Letters to be made available to audio format if required. Welcome pack 	Anne Clinton Maria Kennedy Michelle Shaw Denise Gavigan	Ongoing	Parents/Carers receive information in a form that they can access.

	<ul style="list-style-type: none">• <i>Pictorial or symbolic representations</i>	<ul style="list-style-type: none">• Welcome pack made available in other languages.• Copies of letters to be translated to different languages.	<p>translated to different languages when required.</p> <ul style="list-style-type: none">• Access to translators, sign language and interpreters to be considered and offered if possible.			
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