



## Accessibility Plan Template for St Ralph Sherwin Catholic Academies 2022-2023 Accessibility Plan

Name of Academy: St. Thomas Catholic Voluntary Academy

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure extra curricula activities are accessible to all pupils.	When extra curricula activities are offered to all children – make specific contact with students with SEND and their parents to encourage participation, paying attention to the needs of the student and the accessibility of the activity. Where needed make adaptations to allow all students access. Provide financial support to these families if needed.	Students will develop skills socially and physically. These sessions will aid concentration in class and provide a wider range of opportunities to develop new skills that are not necessarily academic.	Ongoing throughout the year.	SENCO and class teachers
Whiteboard colour is dyslexia friendly and used in the same way across all classrooms.	Introduce to staff and, when using the interactive whiteboard, this colour will be used by all.	This will allow students with dyslexia to be able to access the whole class session with more ease and therefore will impact on their outcomes.	September 2022	SENCO



<p>To increase thinking time after questions or additional time for pupils to use practical equipment.</p>	<p>Talk to staff about research which suggests that children need between 3-10 seconds thinking time to process a question and think of an answer. This will have a positive impact for all pupils.</p>	<p>This will enable students to have longer to process the information and provide a well thought out answer. Students with processing difficulties may still need additional time but it will benefit them.</p>	<p>December 2022</p>	<p>SENCO and teachers.</p>
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**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.**

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Ensure that there are calm areas within school, that allows students to not be over stimulated by his/ her environment.	Develop areas, where a student can just sit without anything to over stimulate his/ her mind.	Students who are feeling overwhelmed can choose to sit in this area. This will result in less emotional outbursts.	December 2022	SENCO and class teacher
All display boards have the same backing colour, that create a calm learning environment.	Discuss what colour/type of backing to have on the display boards and purchase it. Discuss with staff the reasons behind this and ensure it is used consistently across school.	This will create a more calm, natural environment for all students supporting learning and mental health and avoid overstimulating children with additional needs.	This is now in place but will be ongoing throughout the year when new display boards are added/ changed.	SENCO and class teachers



**Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
<p>To use advice from outside agency specialists, to differentiate lessons and resources to allow all students to meet the requirements of a lesson.</p>	<ul style="list-style-type: none"> <li>-Adapting books/ worksheets/ texts to ensure that children with visual needs are able to access learning</li> <li>-Using advice from ASD/ visual support team following observations in class</li> <li>-Using a wide range of interventions to allow the student to access learning as much as possible in the classroom</li> <li>-Lesson observations to see how students with SEND are accessing learning in line with students without SEND</li> </ul>	<p>Students with SEND will be making more progress. Students with SEND will have more confidence in their ability and will have strategies in place that will support learning to reach their potential.</p>	<p>Ongoing throughout the year</p>	<p>SENCO</p>
<p>To provide specific training for staff to ensure that they are familiar relevant areas of</p>	<p>Identify staff that require training in these areas and ensure that relevant training can be provided to</p>	<p>Staff will have more confidence in their choice of action to support the needs of a student with SEND. This will impact on the student through ensuring that they can</p>	<p>Ongoing throughout the year</p>	<p>SENCO</p>



<p>SEND, the practices required and the resources that will support the students with SEND.</p>	<p>support the needs of the child. Share the Teacher Handbook: SEND by Nasen with staff and have it available to refer to if needed.</p>	<p>access the curriculum, knowing that their needs are being met.</p>		
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