



Blessed Dominic Catholic Primary School Accessibility Plan 2021-2024

Adopted:

Review date: Autumn 2024

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Blessed Dominic School has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. *This plan is created in response to the recommendations made in our school's last access audit which took place on [date].*

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.

Our **Special Educational Needs and Disability Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

September 2021



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Please refer to our **Special Educational Needs and Disability Policy** for an outline of our full provision to support pupils with SEND. These policies can be found on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.



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TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To ensure that the children arrive at school safely.	Signage outside school to encourage parents to park safely Cones or signs placed on double yellow lines to stop families stopping and dropping.	Autumn 2021 and reviewed regularly	School caretaker	The parents park safely. Provision has been made for parents to park at the RAF Museum Car Park to enable children and families to arrive safely to school.
To ensure that the carpark is accessible	Accessible parking bay when required Cars parked allowing space for emergency service vehicles	Ongoing	All staff	Parking is accessible. Access is possible for emergency vehicles
To ensure that school is accessible for all users.	Check handrails, as appropriate in and around school Check that doors are wide enough to allow wheelchair access	Autumn 2021 and reviewed regularly	Caretaker	School is accessible for all school community.
To ensure that all doors can be seen through to ensure safety of access	Check all doors to make sure that the glass panels are not covered.	Autumn 2021 and reviewed regularly	All staff	Children and adults can see through the door resulting in no accidents being caused by people being bumped by doors.



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TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To ensure that all areas of the school are well lit and blinds are available to avoid glare.	The lights will be regularly checked and any broken lights will be fixed. Blinds will also be checked to ensure that they are working.	Autumn 2021 and reviewed regularly	Caretaker and teaching staff.	Classrooms will be well lit and the blinds will be in working order.
To ensure that there are accessible disabled toilets and showering facilities on site	The disabled toilets will be kept clear and clean for all users	Autumn 2021 and reviewed regularly	Caretaker, cleaners and staff in early years.	Toilets will be clean and easily accessible. Shower will be free from clutter and clean.
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	All staff	The premises will make it possible for children and adults needs to be met



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To ensure that there is differentiation in teaching within all classes.	All lessons are planned with the principles of Quality first teaching. School staff will ensure that all children are being taught at their level allowing them to be challenged but in a way that makes achievement possible.	Ongoing	All Staff SLT to monitor	All children make at least “Good” progress.
To ensure that all interventions are having an impact on the children’s learning.	Ensure that the children on the interventions are well suited and at the right level. The interventions take place regularly. The staff are properly trained and have the correct resources. The final assessments are monitored to measure impact.	Throughout period of Intervention.	Inclusion coordinator and support staff running interventions.	All children on interventions make extended progress.
To ensure that classrooms provide a positive environment for our children with additional needs.	Ensure that staff are; <ul style="list-style-type: none">trained to meet the specific needs of the SEND children.have access to all specialist reports and additional specialist support/ resources as necessary.	Immediately a child’s needs are noticed.	Inclusion coordinator, SLT, class teachers and support staff.	Children with SEND will have their needs met and make ‘good’ progress.
To ensure that staff are trained to support children with SEND – ASD, Dyslexia, ADHD, Language and communication needs etc.	To organise and arrange specific training for all staff in areas where we have a lot of children with that specific need e.g. Autism, language and communication, Dyslexia.	Ongoing	SLT	Staff will acquire specified training. Staff will be confident when dealing with and supporting children with specific needs.



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To continue to develop the use of ICT within the curriculum	ICT use in class supporting learning across the curriculum.	Ongoing	ICT lead, SLT, Technician	Provide computer technology appropriate to pupil needs. School community use technology confidently and competently.
All extra-curricular activities are well planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	Ongoing	SLT, all teaching staff and Bernadette.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Ongoing	SLT, Class teachers.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.



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To establish close liaison with outside agencies for pupils with ongoing health needs including Mental Health Well-being and support. E.g. Children with anxiety, severe asthma, epilepsy or mobility issues.	Inclusion Lead to establish contacts and invite relevant agencies to meetings	Ongoing	Inclusion Lead	Collaboration between all key personnel and external agencies.
To ensure full access to the curriculum for all	Employment of specialist advisory teachers; CPD for all staff.	Ongoing	SLT, Inclusion Lead	Children with needs have equal access to the curriculum, resources and school provision.
To rigorously review attainment of all SEND pupils.	Inclusion Lead/Class teacher meetings/Pupil progress meetings Scrutiny of assessment system Regular liaison with parents	At least once termly	SLT	Attainment and progress is monitored. Highlighted gaps tracked and closed. Evidenced in Assessment data.



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To monitor attainment of Able, G & T pupils	Policy and More able list to be updated More able booster groups/activities Monitor More able list	Ongoing	More able coordinator.	Pupils make more than expected progress
To establish close liaison with parents	Involve parents in provision and meetings to provide and plan for their child's learning	Ongoing	SLT	Collaboration and sharing between school and families. Regular workshops for parents.
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats and other languages.	As required Regular reviews	SLT, office manager	The school will be able to provide written information in different formats and languages when required for individual purposes.
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	As required	SLT, office manager	All school information available for all. School information published on school website and updated regularly.