



Accessibility Plan - September 2022

Definition of special educational needs

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

The Special Educational Needs and Disabilities (SEND) Code of Practice 0 to 25 Years (DfE, 2014) 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.

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

St Joseph's Catholic Primary 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.

Our special educational needs 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.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The school's special educational needs policy and publication of equality information and objectives can be found and accessed via 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.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training	Moving and Handling training with appropriate staff.	Ensure that Children with mobility needs have the correct provision in place.	Develop staff's knowledge and skills in working directly with children on the autistic spectrum.	Improvements in the provision provided for children on the autistic spectrum. Members of staff have increased confidence and skills in working with children on the autistic spectrum.	Develop staff's knowledge and skills in working with dyslexic learners and learners with literacy difficulties.	Improvements in the provision provided for dyslexic learners and learners with literacy difficulties. Members of staff have increased confidence and skills in working with dyslexic learning and learners with literacy difficulties.
	Speech and Language Programme within Foundation Stage and Year 1.	Ensure that Children with attention and listening needs or vocabulary needs make progress within these areas of Speech and Language, impacting on making accelerated progress within the curriculum areas of reading, writing and mathematics.	Nurture Provision Training- Develop staff's knowledge and skills in working with children who have social, emotional and mental health difficulties..	Ensure that Children with vocabulary and spoken grammar needs make progress within these areas of Speech and Language, impacting on making accelerated progress within the curriculum areas of reading, writing and mathematics.	Colourful Semantics Training- Speech and Language Programme across Key Stage Two	Improvements in the provision provided for children who have social, emotional and mental health difficulties. Members of staff have increased confidence and skills in working with children who have social, emotional and mental health difficulties. Children with social, emotional and mental health difficulties make accelerated progress within the curriculum areas of reading, writing and mathematics.
Teaching and learning	Develop effective interventions to accelerate the progress of lower ability pupils in reading, writing and maths.	Intervention teachers will know exactly what the LO is for each session and will differentiate and annotate plans and feedback to class teachers accordingly.	Ensure that the impact of interventions are regularly assessed and reviewed, and that interventions and groups are adjusted accordingly to meet pupils changing and developing needs.	Intervention programmes are well planned, and children make progress.	Ensure that the new curriculum of our school is broad, balanced and accessible to all children.	All needs are met in relation to the provision of a broad and balanced curriculum for all pupils.

	NTP Tutors used for intervention in upper KS2	Tutors used to support meeting the needs of children and identifying gaps in their learning	Use tracking effectively to identify groups of pupils with low attainment in reading/writing/maths and develop personalised interventions (individual/group) to close the gap.	Targets set are accurate thus meaning 80% of children will hit or exceed their targets.	Ensure successful transition of children from Nursery provisions based off site to Reception classes and Year 6 Children to High School Provisions.	Effective links with Nursery Provisions and High School Provisions established. Information transferred from previous settings and key stages built upon, reasonable adjustments made and a plan in place for the provision meeting the needs of the child. Ensure the child and parents are fully included and informed about the individual support needed or being put into place.
School estate –minor capital expense	Improve the learning environment for all pupils throughout school- displays and interactive resources.	All pupils regardless of needs are able to access information or resources from the learning environment to enhance all areas of learning within the classroom.	Ensure staff/volunteers/visitors with back problems have the right height chairs, supports and cushions.	Adults are able to perform work tasks through reasonable adjustments to workplace environments.	Raise standards in spelling, punctuation and grammar for all pupils dramatically.	New teaching resources purchased and used to enhance teaching and learning. Staff aware of implications of the new 'National Curriculum' in context of their YG. Raised profile of teaching and learning of spelling, punctuation & grammar. KS 1 & 2 planning & teaching matches the New National Curriculum. A progressive programme of spelling skills in place.
	Improve the outdoor provision for Foundation Stage Children.	All children regardless of need to be able to access and independently learn within all areas of the outdoor provision.	Improve availability of written material in alternative forms (school website, email, text message service).	School aware of local and County services for converting written information into alternative formats. Schools are able to deliver information to all pupils and parents/careers or guardians with SEND.		
School estate – major capital expense	Update the Garden Area.	Enhance the provision in place for Children with mobility needs.	A suitable changing table to be provided Adaptations to a room within EYFS to accommodate changing facilities for	Ensure that Children with mobility needs have the correct provision in place with regards to changing facilities.	Foundation Stage Sensory Room within Foundation Stage.	Ensure that children with sensory needs within the Early Years have the correct provision in place.

			those children requiring it.			
	Providing two/three full days support per week from the CWB Lead and Healthy Minds service to support children who have social, emotional and mental health difficulties.	Improvements in the provision provided for children who have social, emotional and mental health difficulties. Children with social, emotional and mental health difficulties make accelerated progress within the curriculum areas of reading, writing and mathematics.	Updated Sensory Room within EYFS	Ensure that children with sensory needs have the correct provision in place.	Improve the learning environment for all pupils throughout school- replace Windows	New windows to provide good ventilation, light and enhance the environment for learners as well as members of staff.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed.