



ACCESSIBILITY ACTION PLAN

St Mary's School: Action Plan September 2021 – September 2024

ACCESSIBILITY STRAND 1

- Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Reflect identified needs in lesson planning and delivery	Incorporate quality first teaching into all planning – Differentiation clearly noted	All staff	Ongoing	Inclusion Manager, SLT, HT	Improved access to the curriculum for all pupils
Raised awareness of the curriculum needs of pupils with ASD; Language and communication disorders; Dyslexia,	INSET led by CAT team, PSS, BSS and EP respectively.	Inclusion manager & SLT when planning Inset/CPD	Ongoing	Inclusion manager, HT	Overview of the needs of children with autism, Dyslexia and ADH within St Mary's

emotional and social behaviour and ADHA for whole staff.					CE School Staff provided with possible solutions and practical help.
Ensure access to computer technology appropriate for pupils with disability.	ICT team priorities purchasing computer technology as required by pupils with disability.	ITC Team, Inclusion Manager, SLT	As required unless needs of pupils in school require immediate action.	SLT/ HT/ Govs	Access to appropriate computer technology will be improved for all pupils.
Prioritise student participation in school activities.	Ensure school activities are accessible to all students.	All staff	Ongoing	Govs / SLT /HT	Increased participation in school life for pupils with disabilities.

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ACCESSIBILITY STRAND 2

- Improving access to the physical environment

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Ensure all future building works offer equal access to all groups.	Consider guidance from DDA before planning works	HT/Buildings committee	Ongoing	Govs	New buildings and remodelling is accessible to all disability groups.
Ensure that access to school buildings and site can meet diverse pupil needs	Monitor accessibility and clarity of signs around the school. Awareness of independent access Clear identification of room functions.	Site manager/ HT/ SLT/ Buildings committee	ongoing	Govs/HT	Access to school buildings and site improved

<p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<p>Plan classroom in accordance to pupil need. Organise resources within classroom to reflect student need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school site. Think beyond the ramp – look at accessibility in all areas of school life.</p>	<p>All staff</p>	<p>Annually and ongoing</p>	<p>Inclusion manager/SLT/HT</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>
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ACCESSIBILITY STRAND 3

- Information for disabled pupils which is provided in writing for pupils who are not disabled

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
To provide written information in alternative formats.	Newsletters and other information will be made available in other formats as requested e.g large print, coloured paper, alternative language	Office Team under guidance of SLT/HT	As requested	Ht/Govs	Written information can be accessed by all groups.
To use ICT effectively	Policies and newsletters to be placed on the school website	Office Team under the guidance of SLT/HT	Weekly	HT/Govs	Access to written documents is available through the website.

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STRAND 4

- Disability Equality Duty - Whole school actions

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Ensure all policies consider the implications of Disability Access.	Consider all policies in view of priorities upon review.	SLT/HT/Gov	As policies come up for review.	Govs	Access to all aspects of school life for all pupils
Establish a working party to monitor, review and improve school arrangements.	Invite representatives from each group of stakeholders	Inclusion Manager/SLT/HT	By end of year 1 of plan then ongoing.	HT/Govs	Policy and action plan will be reviewed from relative perspectives.

