



English Martyrs' Catholic Voluntary Academy 2021-2022 Accessibility Plan

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Continue to liaise with the Sensory & Physical Support Service,(SPSS), Derbyshire County Council.	<ul style="list-style-type: none">– Work with key teachers from the hearing, visual and physical teams, arranging teams meetings and school visits as appropriate.– Ensure all meeting minutes are shared with parents.	Working in partnership with local authority services, we will seek support and advice from a range of specialist SEN advisers and health professionals to further enhance curriculum provision, equality and high-quality teaching and learning.	Ongoing Ongoing	SENCO
Ensure the newly implemented PSHE curriculum covers disability as a protected characteristic under the Equality Act and celebrates diversity.	<ul style="list-style-type: none">– Implement the new PSHE curriculum which was trialled last academic year.– Explore CPD opportunities around the new PSHE curriculum and inclusion within this.	All pupils will have an increased awareness and understanding of disabilities and be able to celebrate the diversity within our school and local communities.	End of academic year 2021-2022 Ongoing	PSHE Subject Leader
Ensure all units within the PE curriculum allow for full participation of all pupils.	<ul style="list-style-type: none">– Liaise with First Grade Sports on taught units within school– Liaise with West Park Leisure Centre around	All pupils will be able to participate fully in outdoor education, sports and PE lessons, including swimming lessons at West Park Leisure Centre.	End of academic year 2021-2022	PE Subject Leader



	<ul style="list-style-type: none"> swimming lessons – Gain pupil voice on access to PE lessons – Explore CPD opportunities around the PE curriculum and inclusion within this. 		End of Lent 2 Ongoing	
Ensure computer technology is used effectively to further enable access across the curriculum.	<ul style="list-style-type: none"> – Explore use of accessibility apps for class iPads, e.g. dictation/text to speech uses, symbols – Allow for chromebooks to be used for longer applied writes for pupils with a physical disability 	Computer technology will be used effectively to help remove barriers to participation and learning for all pupils across all curriculum subjects.	Ongoing	All class teachers, teaching assistants, SENCO.
To ensure new starters to English Martyrs' with an identified disability, or one that develops, have a smooth transition.	<ul style="list-style-type: none"> – Where possible, new pupils and families to visit our school prior to starting to meet and discuss needs – SENCO to liaise with previous setting SENCO and/or class teacher to discuss strategies for removing barriers 	As a school, we will be able to build strong relationships with the new pupil(s) and families at transition meetings and beyond. Barriers to participation and learning will be discussed and/or identified, as well as how to implement the best strategies to overcome these.	Ongoing, as and when appropriate	Headteacher, SENCO, Class Teacher and office staff.
To ensure smooth	<ul style="list-style-type: none"> – Continue to hold 	Class teachers will have a full	Ongoing	Class teachers and



<p>transition across all year groups and across phases at key transition points (EYFS to KS1, KS1 to KS2, KS2 to KS3) or when a disability is identified or develops.</p>	<p>regular and thorough transition meetings between and across phases</p> <ul style="list-style-type: none"> – Continue to create and work through transition booklets for pupils moving to a new setting 	<p>understanding of pupils needs and the best strategies used to overcome barriers to participation and learning prior to working with the pupil. They will be able to build relationships with the pupil and the family at an earlier stage to ensure a smooth transition. New settings, for example secondary schools, will also be able to achieve this through a thorough transition process.</p>		<p>SENCO.</p>
<p>To ensure school trips and visits are made accessible to all pupils, irrespective of attainment or impairment.</p>	<ul style="list-style-type: none"> – Review and complete school risk assessments. – Review risk assessments from the trip setting. 	<p>All pupils will be able to participate fully in school trips and visits that are offered.</p>	<p>At least two weeks prior to trip.</p>	<p>Trip leader, class teachers and SENCO as appropriate</p>
<p>To ensure extra-curricular clubs and activities are made accessible to all pupils, irrespective of attainment or impairment.</p>	<ul style="list-style-type: none"> – Collect data about attendance of extra-curricular clubs of pupils with SEND. – Explore ways of removing barriers to participation 	<p>All pupils will be able to participate fully in extracurricular activities that are offered, including outdoor education, sports and PE, the performing arts, after school and holiday clubs.</p>	<p>Per term, as clubs begin. Ongoing</p>	<p>Office staff and SENCO</p>



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
To install a sound field in the hall, liaising with the SPSS.	– Liaise with SPSS teachers on the delivery and implementation of a sound field.	Students with hearing impairments will be better able to hear when in whole school and key stage liturgies and assemblies. This will allow them to partake fully in these celebrations.	End of academic year 2021-2022	SENCO, SPSS teachers, Premises Officer.
To continually review how to improve and refine the academy premises, considering the needs of current pupils, prospective pupils and other users.	– Consider how to improve access to outside areas, as most have a small step.	Full consideration of accessibility will be given when planning for future improvements and any new buildings or refurbishment of the current site.	Ongoing	Headteacher and SENCO
To complete annual access audit and use this to inform the accessibility plan.	– Complete an annual access audit, taking account of environmental aspects including: approaches to the academy site,	As a school, we will be aware of the physical and environmental aspects of the premises that can be made more accessible for all. This will continually inform our targets and actions, particularly	Audit to take place in Pentecost term, informing	Headteacher, SENCO, Premises Officer.



	entrances and exits, accessible facilities, lighting, internal routes around the academy, colour schemes, fixtures and fittings.	when planning improvements or new buildings.	the accessibility plan for the next academic year.	

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
To ensure emergency and evacuation systems are set up to inform all pupils including pupils with SEN and disability.	<ul style="list-style-type: none"> - Audit alarms with both visual and/or auditory components - ?? 	All pupils will be able to evacuate the building quickly and safely in the event of an emergency.	??	Headteacher, Premises Officer.
To use of visual guides to assist pupils, regular users and visitors.	<ul style="list-style-type: none"> - Install InPrint Widget symbols alongside all signage across the site. - When new signage is purchased, 	Routes around the academy site, pathways of travel and parking arrangements will all have logical, well signed and safe routes for disabled pupils and other users.	End of academic year 2021-2022 Ongoing	SENCO, Premises Officer.



	<p>ensure symbols are part of this.</p> <ul style="list-style-type: none"> - Gain pupil voice on ease of access for visually impaired 			
To introduce the use of nonvisual guides to assist pupils, regular users and visitors.	<ul style="list-style-type: none"> - Explore use of tactile buttons/aids within and around school 	The site will not be confusing or disorientating for disabled students with a visual impairment autism or epilepsy.	Ongoing	SENCO, Premises Officer.
To take steps to reduce background noise for hearing impaired pupils including room acoustics and equipment noise.	<ul style="list-style-type: none"> - Install a sound field in the hall, liaising with the SPSS (Link to target 2.1) - All classrooms to use soft furnishings to limit background noise and improve acoustics in classrooms. 	Pupils with a hearing impairment will be able to fully participate in classroom and hall activities.	End of academic year 2021-2022 Ongoing	SENCO, SPSS teachers, Premises Officer. All class teachers and teaching assistants.
To continue to ensure all teaching and learning considers how to best to remove barriers to participation, particularly presenting information in a	<ul style="list-style-type: none"> - Improve teacher access to InPrint Software (increase to full subscription package) - Liaise with SPSS teachers about specific resources e.g. large print books 	New knowledge, learning and information will be presented in different ways, giving due consideration to simple language photo large print signs and symbols.	End of academic year 2021-2022 Ongoing	All class teachers, teaching assistants and SENCO.



range of ways to meet the needs of all pupils.	- Explore CPD opportunities around inclusion and inclusive classrooms			