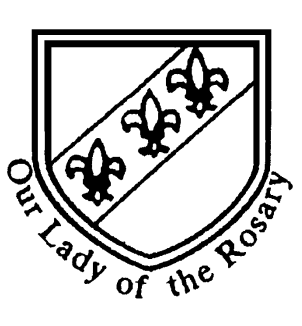
****





**Based on the values and principles of the UN Convention on the Rights of the Child.**

**2024 - 2025**

|  |  |
| --- | --- |
| **Date agreed:** | January 2023 |
| **Review date:** | January 2026 |
| **Developed by:** | Mrs S. Banks (SENCO) Miss S. Khatoon (Assistant SENCO)  Mr P. Collis (Site Manager) |

**The Rosary Catholic Primary School**

Accessibility Plan

*Our school is committed to the UN convention on the rights of the child. This policy reflects the following article:*

*Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

***“A new command I give you: Love one another. As I have loved you, so you must love one another.” John 13:34***

***As members of The Rosary Catholic Primary School we are in a privileged and unique position to live out the Gospel values and nurture the children who attend our school to understand and live out these values. It is also key to effective working relationships with colleagues and adults alike.* *Through our conduct we are intentional in equality of opportunity and respect for all and prophetic in our vision for every single individual created in God’s image.***

*This accessibility policy and plan are drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010 relating to disability. The Governing body is responsible for ensuring the implementation, review and reporting on the progress of the accessibility plan over a prescribed period.*

**School Context**

We are a Catholic School in the heart of Birmingham, proud of the cultural and religious diversity within our school community. At the Rosary School we believe we are all children of God, created in his image, and use these values to live, love and learn together. Whatever the needs of your child and whatever special interests they have we aim to ensure your child thrives, feels safe, has fun and enjoys success.

Our school has a special devotion to both Our Lady and St Therese of Lisieux with our mission to show love for God in all we do. Teachers and support staff here show great dedication to the children, and we aim to make our curriculum lively, exciting and full of challenge. We all work very hard to ensure the school is a vibrant and happy place where children will develop a lifelong love of learning to enable them to become conscientious, contributing citizens of the future.

**Aims**

* Improving the extent to which disabled pupils can participate in the school curriculum
* Improving the physical environment to enable disabled pupils to take better advantage of the education and facilities provided
* Improving the availability of accessible information for disabled pupils & their families

**Objectives**

* To ensure there is inclusivity for all in accessing the school curriculum
* To create a safe and accessible physical environment
* To signpost pupils and parents to clear accessible information

**Part 2. School and Pupil Data Analysis**

**School and Pupil Data Analysis**

Current pupil data shows that at the start of academic year 2022/2023 there are 119 regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need. To reflect this complexity and map the multiple impacts of disabilities on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Need** | **Number of pupils where…** | | | |
| **This is their primary area of need** | **This is their primary area of need, but also has additional co-existing conditions** | **There is an impact on SEMH** | **There is an impact on Attendance** |
| Physical disability/ies | 2 | 1 | 2 | 0 |
| Long term, complex or fluctuating/ degenerative medical needs | 1 | 1 | 1 | 1 |
| Sensory support needs | 2 | Vision: 1  Hearing: 1  MSI: | 0 | 0 |
| Autism | 10 | 8 | 4 | 0 |
| Speech, language, and communication needs | 60 | 15 | 3 |  |
| Cognition and learning needs | 44 | 1 | 1 |  |

**Part 3. Consultation with Stakeholders**

**Consultation with Stakeholders**

At The Rosary Catholic Primary School, we ensure that we consult with all stakeholders around accessibility planning. This includes consultation with staff, pupils, parents/carers, governors and the wider community. The consultation ensures that the views of all are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

**This Accessibility Plan has been written in consultation with:**

* Pupils’
* Parents
* The Head Teacher and other relevant members of staff.
* Governors.
* External partners (PDSS/EPS)

**The consultation process involved:**

* An accessibility walk around the whole school premises
* The plan has been shared with and approved by the full governing body and SEND Governor
* This plan is reviewed every three years to take into account the changing needs of the school and its pupils.

**Part 4. Good Practice in School**

*For guidance on completing this section refer to page 20 in the pdnet Accessibility Planning Toolkit. You may also wish to refer to the case study example on pages 39-43.*

**Access to the Curriculum**

**At The Rosary Catholic Primary School, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:**

Our Curriculum has been designed to ensure all children can live a life in all its fullness by offering stimulating and awe-inspiring learning experiences with Catholic Gospel values at its heart.

Our curriculum is bespoke to the needs of all pupils at The Rosary, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the EYFS framework and National Curriculum, but by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences, a positive growth mindset, a sense of responsibility and challenges that take them beyond the classroom.

Our curriculum is constantly evolving, responding to the needs of learners and their interests by enhancing their learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its diverse cultures.

Ultimately, our curriculum is intended to live out our school mission:

Jesus Christ, Son of Mary, Son of God, is at the centre of the Rosary community where we live, love and learn together.

**Our intent – where we live:**

* Rosary pupils recognise their own identify and role within their school, homes, community and wider global society.

* Rosary pupils show a curiosity in the world around them. They are active in their engagement with the world, changing what they can for the better.

* Rosary pupils experience a range of cultural events and enrichment opportunities to develop their cultural capital.

* Rosary pupils understand and appreciate their locality, facilitating their relationship to the wider world and encourages a dedication to it.

**Our intent – how we love:**

* Rosary pupils are empathetic to the needs of others and offer support. They have high self-esteem and recognise that they can contribute to the world.

* Rosary pupils build respectful relationships regardless of faith, gender and race – recognising that everyone has the right to be treated with respect and dignity.

* Rosary pupils uphold and understand the importance of our British Values.

* Rosary pupils have strong values, know what is right and wrong and their behaviour reflects this.

**Our intent – how we learn:**

* Rosary pupils are able to explain what they are doing and why they are doing it, knowing how this will impact on their progress.

* Rosary pupils know that finding things difficult results in growth and will not be put off by failure; instead they show a resilience and yearning to continue.

* Rosary pupils are aspirational and are able to demonstrate how they can reach their goals; they can also be an example to others.

* Rosary pupils are grateful and celebrate that everybody has talents. They develop confidence in their own abilities and a desire to strive to be the best they can be.

* Rosary pupils are inquisitive and prepared to take calculated risks to try something new.

* Rosary pupils make links in their learning leading to sustained mastery.

* Rosary pupils use high-quality vocabulary to express and develop their learning.

**Access to the Physical Environment**

**At The Rosary Catholic Primary School , we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:**

* Annual accessibility walk to ensure there is independent access within school for pupils with specific physical disabilities e.g. Achondroplasia
* Advice from PDSS/OT Teams is taken into account to ensure compliance
* Reasonable adjustments made in order for pupils to access as necessary

**Access to Information**

**At The Rosary Catholic Primary School, we strive to enable access to information for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:**

* Social stories are provided at the beginning of the academic year to ensure pupils are aware of their surroundings
* Clearly signposted toilets including disabled toilets
* Pupils and staff working directly with them made aware of specific communication needs
* Picture/visual cues

**Part 5. Accessibility Action Plan**

**Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Action/ Strategies** | **Resources/ Implications** | **Timescale** | **Responsibility** | | **Success Criteria** |
| **Target 1:**  Staff training on effective differentiation across the curriculum | | | | | |
| Staff meetings/INSET to address differentiation; feedback from external training courses to staff.  SALT Training Autumn 2022. | * Staff meetings | Ongoing | SLT  SENCO  Assistant SENCO  SALT | | Staff meetings/INSET to address differentiation; feedback from external training courses to staff. |
| **Target 2:**  Training for staff on increasing access to the curriculum for pupils with Achondroplasia | | | | | |
| Staff training on Achondroplasia to be delivered by PDSS. On-going support from PDSS service Key staff to attend training on short stature | * Staff training time * Cover for attendance at training course Access to PDSS | Ongoing | SENCO/PDSS Outreach Service | | Increased access to the curriculum Needs of pupil with Achondroplasia met Developed understanding of staff |
| **Target 3:** Extra-curricular activities planned to ensure, where reasonable, the participation | | | | | |
| Review all activities to ensure compliance with legislation and inclusion of all pupils. Advice from PDSS service as necessary | * Staff time * Specialist equipment if required Access to PDSS | Ongoing | PE Co-ordinator  SENCO  Assistant SENCO | | All extra-curricular activities will be conducted in an inclusive environment; complying with all current legislative requirements. Increase in access to activities for all disabled pupils |
| **Target 4:** Appropriate use of specialised equipment to access the curriculum | | | | | |
| Appropriate use of specialised equipment to access the curriculum  Laptop for named pupils if needed. | * Specialised equipment as required | Ongoing | | SENCO  Class teachers  IT Manager | Increased access to the curriculum Needs of all pupils met |

**Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action/ Strategies** | **Resources/ Implications** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Target 1:**  Improve independent access within school for pupils with specific physical disabilities e.g. Achondroplasia | | | | |
| Accessibility walk to be completed in order to highlight potential difficulties. Pupil interviews to be completed to gain pupil voice. Advice from PDSS/OT teams re: door handles etc | Door handles/Pegs fitted | Ongoing,  maintenance if required | SENCO  Assistant SENCO  Site Manger | Improved independent access around school for pupils with disabilities. |
| **Target 2:**  Improve access to toilet facilities in the main school building for pupils with specific disabilities e.g. Achondroplasia | | | | |
| Audit completed by school, PDSS and OT team in order to determine resources required for future toileting facilities (within accessible toilet/medical room). Application for building funding to be made once completed. | Toilet and accessibility ramp in disabled toilet/medical room | Completed,  maintenance when required | SENCO  External  Site Manager | Improved access to toileting facilities in main school for pupil with Achondroplasia. Personal needs of pupil met |
| **Target 3:** Improve access to physical learning environment for pupils with specific disabilities e.g. Achondroplasia | | | | |
| Following advice from PDSS, reasonable adjustments to be made as necessary. (Toilets, playground, classroom)  Advice from OT regarding furniture, accessibility chair. | Pupils seated in accessibility chairs, photos provided to OT to ensure correct posture.  Adjustments made following advice. | Completed,  maintenance when required | SENCO  Assistant SENCO  OT Team | Improved access to learning environment.  Access to resources and equipment.  Individual needs of pupil met. |

**Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action/ Strategies** | **Resources/ Implications** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Target 1:**  Communications delivered in alternative formats when requested. | | | | |
| Information/written information e.g. letters, to be available in a range of alternative formats when specifically requested.  SEND area on website to be developed. | School website updated. Clear logos for each area. | 2022-2023 | SENCO  Assistant SENCO  Office team | Delivery of information for disabled pupils improved |
| **Target 2:**  All areas signposted clearly in and around school. | | | | |
| Ensure areas around the school are clearly signposted.  Social stories shared at the beginning of the academic year. | Accessibility walk – all areas signposted. | Completed,  Ongoing | SENCO  Assistant SENCO  Class teachers | Pupils will be familiar with their learning and play environment. |
| **Target 3:** School information report updated and delivered in a clear, accessible format. | | | | |
| Parents involved with updated School Information Report. | SENCO Time  Parental meetings | 2022-2023 | SENCO  External | The School Information report will take into account the views of parents, advice of external and delivered in a clear, accessible format. |

**Part 5. Sources of Information**

**Sources of information**

**A variety of sources of information have been used to develop this Accessibility Plan:**

* School and pupil data
* Accessibility walk
* Evaluation of previous accessibility plan
* Pupil and Parent views in discussion with the SENCO
* Equality objectives
* School improvement plan