

ST FRANCIS CATHOLIC PRIMARY SCHOOL

Accessibility Objectives

Report on meeting objectives

Targets	Timescales	Success Criteria	September 2022 update
Ensure school staff and governors are aware of access issues	Ongoing	Staff and governors are aware of access issues and discuss these in meetings Access issues are continuously monitored to ensure any new needs arising are met.	Any issues relating to accessibility are discussed at Local Governor Meetings. All staff have read and are implementing the policy. Staff have access to policies via Every compliance tool and also via website. Accessibility objectives are shared with staff and governors, published on the school website. Termly Health and Safety audits by Governors assess accessibility across the school. We also have a service level agreement with RBWM for Health and Safety.
To be aware of the access needs of disabled children, staff, governors and parents.	Ongoing	Governors, staff, pupils, parents and visitors have full access to all areas of the school.	Accessibility needs are reviewed on a daily basis as they arise. Arrangements are made as needed to ensure that all staff, children, parents and visitors can access all areas of the school as needed.

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			We also have a service level agreement with RBWM for Health and Safety.
To ensure disabled pupils can access education, facilities and services alongside other children both inside and outside of the school grounds.	Ongoing	All disabled pupils are able to access learning and facilities alongside their peers.	Plans for all children on the SEND register are updated through the year. Termly Health and Safety audits assess accessibility across the school. Risk assessments are carried out for all trips to ensure all children can access facilities. Pre-visits are carried out for new trips to assess accessibility needs Monitoring of individual children to see how they are accessing the curriculum alongside their peers.
To ensure all disabled people can be safely evacuated.	Updated annually	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision of disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.	Photos of all children with hearing impairments, physical disabilities or with special needs requiring additional support to evacuate the building have been given to the school fire wardens. The fire wardens will ensure that these children have been safely evacuated from the building immediately. Evacuation plans are drawn up for individual children with disabilities and special educational needs

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			that require assistance to ensure they evacuate the building safely. These will be shared with staff members.
To ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Ongoing	Teaching is adapted for children with hearing or visual impairments to ensure they are able to access all learning alongside their peers.	All teachers with children with hearing impairments in their class are supported by the hearing impairment specialist. All teachers plan for children with hearing or visual impairments in terms of classroom organisation and accessibility of lessons.
To ensure staff and governors are trained in the matter of disability discrimination	Ongoing	All staff and governors will take positive steps to ensure accessibility for all pupils, parents, staff and visitors with a disability.	All governors and staff have access to a copy of the local authority's disability policy to read.
For all extra-curricular activities to be planned to ensure they are accessible to all children.	Ongoing	Increase in access to all school activities for all pupils	All children are equally welcome to access extra-curricular activities. Adaptations are and will be made on an individual basis to ensure that all children can access facilities equally. Risk assessments take account of children with individual needs to ensure they can access all extracurricular activities
For classrooms to be optimally organised to promote the	Annually or more frequently as needed.	All pupils have access to our broad and balanced Curriculum.	Classroom audits assess how classrooms are organised to

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participation and independence of all pupils		Pupils are able to move freely around the classroom as required and access materials to support their learning.	ensure the participation and independence of all pupils. Feedback is given to senior leadership team and amendments made as needed.
To review specialist aids and equipment available to pupils with a disability.	Termly alongside review of children's education plans.	Children with disabilities are able to access the curriculum with the support of specialist aids and equipment.	Professionals provide equipment for children as needed and they are responsible for checking and adapting this as needed in liaison with class teachers and the SENCo. All children with special educational needs that have specialist aids and equipment have this reviewed in their annual review each year.
To ensure that all children on the SEND register have a provision map in place.	Termly and annually – ongoing	Provision maps and education plans in place to support the needs of individual children ensuring children are accessing the curriculum and making good progress.	Class SEND folders hold records of support.
To review support staff deployment to ensure pupils are appropriately supported.	Termly and as needed to meet the needs of children.	Children have access to support to meet their individual needs.	Leadership team meetings review provision, offer support and discuss areas of development and need. Careful consideration is given by the SENCo in the allocation of

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			staff each year ensuring each child has effective support. Changes are made as and when needed to meet the needs of each individual child
To arrange availability of written material in alternative format.	Ongoing	Written information to be provided in different formats when required. Information related to availability of written information in different formats published on school website and communicated to parents to support their individual needs.	St Francis School is mindful of parents who may need alternative communication methods, other than email, newsletters, twitter and MS Teams. This information will be made available in different preferred formats. We have Google translate function on our school website.
To survey parents on quality of communication.	Annually	Parental opinion is surveyed, and action taken appropriately.	Work with families. Action will be taken as appropriate to address any issues that arise. Parent consultation Group was set up this academic year, with communication always on the agenda.