



Accessibility Plan

Reviewed By:	SMT, Governing Body
Date Reviewed:	October 2024
Next Review Date:	October 2026

Accessibility Plan

Mission Statement

The goal of the community of St Francis Xavier Catholic Primary School is:

‘Achieving excellence together, with God’s love.’

At St Francis Xavier Catholic Primary School
we strive to live out the Gospel in the way Jesus teaches us to

We celebrate the diversity of our school community and value each person as unique; made in
God’s image and likeness

We work together, through God’s love, to enable our pupils to achieve excellence in all aspects
of their education

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a ‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled

children and young people

- They must not discriminate for a reason arising in consequence of a child or young person's disability

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in: "Accessible Schools: Planning to increase access to schools for pupils with disabilities", issued by DfES in July 2002.

The School Building:

- The entrance to the school is designed for disabled access.
- The disabled toilet is on the ground floor
- The Foundation Unit, the Hall and Enrichment zone are on the ground floor all accessible via step free access.
- Year 1, 2, 3, 4 are on the ground floor but are accessed via steps
- Year 5 has a separate entrance with a ramp for access
- Year 6 is upstairs

Definition of Disability

Disability is defined by the Equality Act 2010 as
“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

- Long-term is defined as “a year or more”□
- Substantial is defined as “more than minor or trivial”□

This definition includes sensory impairment such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Responsible Body

The responsible body (in maintained school this is the governing body) must prepare:

- An accessibility plan
- Further any plans at such a time as may be prescribed.

An accessibility plan is a plan for, over a prescribed period:

- Increasing the extent to which disabled children can participate in the school curriculum,
- Improving the physical environment of the school with the purpose of increasing the extent to which disabled children and adults are able to take advantage of education and associated services provided or offered by the school □
- Improving delivery to disabled children –
 1. within reasonable time and
 2. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents.
- The accessibility plan must be in writing□
- During the period to which the plan related, the responsible body must keep
- its plan under review and if needed revise it.□
- It is the duty of the responsible body to implement its accessibility plan.

School Context

We are a voluntary aided Catholic Primary School for children from 3 years to 11 years. The school comprises of 1 building, mostly of one story construction – our Year 6 classroom is the only room situated on the first floor.

Key Objective

To reduce and eliminate barrier to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)
The Special Educational Needs & Disability Regulations (2014)
The SEND Code of Practice (revised April 2015)
Supporting pupils at school with medical conditions (2014)
Working Together to Safeguard Children (2013)
Reasonable adjustments for disabled pupils (2012)
Disability Discrimination Order (2006)
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
The Children Act 1989 Guidance and Regulations Volume 2 & 3 DfES "Accessible Schools:
Planning to increase access to schools for disabled pupils" Health Standards (England)
Regulations 2003

The School's Aims

'The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Diocese of Hallam and in particular:

1. Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church
2. Religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church'

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEND Governor: Elizabeth Cotterill
- Head Teacher: Tom Hoyes
- SENDCO: Janet Watson
- Executive Head: Bernadette Nesbit

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;

- work to provide an atmosphere where all children / young people feel safe and valued; • promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The school's Accessibility Plan is available on our school website (<https://www.xavier.doncaster.sch.uk/policies/>and paper copies are available on request.)

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions
- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Lead Member of Staff: Head of School

Date October 2024

Section 1: The School can deliver the curriculum to all children/young people. Give details of items developed, current practice and things to be developed..

Statement	Fully	Partially	Not	Plan Prompt
Teachers and assistants are trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		X		Teachers and teaching assistants will be given update training on a range of SEND and mental health needs. Training on specific disabilities is delivered by agencies who directly support children with specific disabilities and needs whenever a young person with those needs joins the school. The training programme for the academic year 2024-2025 will focus on supporting specific disabilities and conditions
All school staff and the governors have had access to training on disability equality and inclusion.		X		The SEND Governor has significant experience at supporting schools and will ensure that the school will comply with all legislation and make all reasonable adjustments necessary. Training is attended as and when necessary. All staff will have SEND Code of Practice updates, etc. which incorporates disability equality and inclusion. This will need to be frequently updated in response to new staff joining the school.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	X			The school takes advice from outside agencies and where financially possible, try to take the recommended actions. Agencies have included Special School Outreach Service, Service for Children with a Hearing Impairment, Occupational Therapy, etc. All classroom designs and layouts are checked to ensure clear access for all pupils and staff. 7 e.g. HI Team – Those with hearing impairments – sitting in a place within the room to maximise visual/ auditory access to teachers/ speakers.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		X		When making new purchases of resources and equipment, all staff are mindful of prioritising those which contain images representative of all cultures, needs and abilities. This will take time to renew all resources, but steps have been taken.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	X			Staff make adaptations to their planning for those pupils who require specific support. Where there are challenges present to enable all children access to an activity due to their disability, teaching staff will seek advice from the SENCO, and where necessary, the SENCO will contact outside agencies for support, advice and recommendations. This information will be fed back into the planning.

Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	X			The school uses a range of strategies to support all pupils and their particular needs. All pupils with disabilities and SEN are included in all lessons. This will be recorded in the teachers' planning so that support is deployed effectively within each lesson.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.		X		The SLT are informed of teaching assistants' areas of specialism and expertise through experience. Where possible, these adults are placed with pupils with these disabilities. Those with significant disabilities have a key worker who will be predominately with the identified pupil in class. Provision is made for support to continue over breaks where necessary. It is stated clearly that all efforts are made towards pupils' independence and their key worker is there to assist where necessary.
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.	X			For those identified pupils who require processing time, this is recorded in their SEND Support Plan documentation. This additional time can be provided in many ways. Pupils will be given their questions in advance, or pupils will be asked a question, stating their answer will need to be given after the next pupil. These identified pupils will not be pressured to speak in class. This will be used as typical classroom practice for the Access Arrangements for taking tests and assessments.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.			X	As funds become available to update the school's IT equipment, new purchases will include touch screen technology. At this time, any specific technology will need to be purchased as and when pupils arrive on roll. This also means funds are not used unnecessarily to purchase equipment when it is not required – allocating funds to purchase the most up to date equipment when it is needed.
Provision of laptops is considered to aid recording and / or communication.	X			All destinations/ venues are visited by the class teachers prior to the visit. The accessibility for all pupils is taken into account with the details recorded in the Exeant programme which records all out of school visits. Where there are inaccessible areas at a venue to children with any disability, a meeting is held with the venue's staff to discuss all alternative provision.

The school links with other schools to share good practice.	X			The school works in collaboration with the other schools as part of the Executive Leadership. Where possible, the SENCO attends the Educational Psychology Service's Pyramid Planning Meetings to discuss cases anonymously and to share good practice. The SENCO attends all SENCO Networks provided each term by the Local Authority. All information is shared within the requirements of the GDPR.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.		X		Where possible, all individuals should have access to the curriculum with adaptations made as necessary. Curriculum units try to include all examples of disability as part of an inclusive community.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.		X		A range of Access Arrangements are trialled throughout a number of tests over the Key Stage. The most effective, specific Access Arrangements for each pupil identified are recorded on their SEND Support Plan as part of the Assess, Plan, Do Review documents.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		X		The SEND Governor has significant experience at supporting schools and is aware of the responsibilities and duties of schools for disability awareness and inclusive practice.

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.		X		All classrooms can be accessed by the front of school and the back of school and also through the year 5 classroom via the wheelchair ramp. Where renovations and restructuring take place in the future, the access for people with all abilities has been incorporated into the design.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	X			The SENCO will bring requests for specific purchases to meet pupils' needs to the attention of the Business Manager and the Senior Leadership Team. The School works to improve access and resources for all pupils on roll at the school and to anticipate the needs of pupils who will join the school in the future.
There is a plan which shows priorities for major and minor works, costed		X		This information is recorded by the Business Manager and the Senior Leadership Team in the School Improvement Plan. All projected works and projects must be regularly reviewed in order to reflect increases in estimates for completing developments.

<p>The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.</p>	<p>X</p>			<p>The school uses specific maintenance companies to check all facilities on a regular basis. The School's Business Manager as Site Manager has all documentation securely recorded following each visit. The Business Manager and the school's Caretaker routinely check all equipment and facilities. The school ask that all staff, including cleaners, report and defects immediately to either the Business Manager or Caretaker. The school and the Service for 11 Hearing Impairment have arranged the regular visits of the HI Service technician who checks the equipment for the young person with a hearing impairment.</p>
<p>Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.</p>		<p>X</p>		<p>The fire alarm system has auditory and visual components. Fire and emergency evacuation drills are held each half term. Identified pupils are given time to talk through their evacuation before the drill using their PEEP (see below). Following a drill, the pupils' responses and any obstacles delaying or preventing the evacuation are noted and work takes place to remove these obstacles.</p>
<p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>		<p>X</p>		<p>All identified pupils have their own Personal Emergency Evacuation Plan (PEEP). This Plan is shared with the class team and with the pupil (where appropriate). On the reverse of the PEEP is the map of the building with the evacuation route clearly marked to ensure all exits (unless blocked by fire) are accessible given the pupil's particular need. Any supply or covering staff are requested to familiarise themselves with the PEEPs before teaching the class.</p>
<p>With regards to 'Supporting pupils at school with medical conditions (2014)', there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training. Pathways of travel around the school site and parking</p>	<p>X</p>			<p>All medicines are stored in a locked cupboard in the office area. If the medicine requires refrigeration, they are stored in a refrigerator in a staff -only kitchen next to the office area. Only the designated staff with medicine administration and First Aid training can administer medicines to children and young people. All medicines are stored and administered in line with the school's Medicines Policy. The Medicines' Record must be completed by the family member on the day the medicine is brought into school. Changing facilities have been incorporated within the accessible toilet in the Foundation Stage/ Year 1 area. This is within a room, providing changing to take place discreetly.</p>

arrangements are safe. Disabled parking spots are available.				
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	X			Access to the school from the public highway to the paths around the school and the school's car park are in place; provided visitors and the parents/ carers of all pupils within school abide by the parking guidelines and markings. The school's car park has two disabled parking bays.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	X			Specific reference is made in the school's and the Diocesan Policies for recruitment.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	X			The school works closely with outside agencies who provide advice and support in the most effective ways to adapt classrooms, furniture and accessibility. These services include Special School's Outreach Service, Occupational Therapy and Physiotherapy, etc. An example includes working with the Service for Children with a Hearing Impairment, where carpets were fitted into each classroom. Where possible, window blinds were fitted in many classrooms.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	X			The programme of decoration throughout the school has tried to use warm, muted tones for all walls and soft furnishings. Refurbishment has also seen a reduction in the number of display boards to prevent sensory overload. Class teacher's decorations of classrooms depend greatly on the pupils in their current year group, limiting the amount of visual displays if necessary, to creating a calming atmosphere. Visual timetables are used, Widgeits, now and next, strategies such as Social Stories and CSC used. Where possible, software programmes are used which generate the picture and the word.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		X		The school have used Widgits to communicate clearly to pupils who require routine and structure to their day through visual timetables and 'now and next' approaches. Additional work will be necessary to prepare for prospective pupils with visual impairments and other disabilities.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		X		Currently, the school responds to the specific needs of the pupils, presenting information in the format that best suits their needs. Effective strategies are often recommended by outside agencies, such as Educational Psychologists, Pre-School Inclusion Team, etc.
ICT facilities are used to produce written information in different formats as appropriate.		X		At this time, further development of IT is necessary in order to produce in different formats beyond printing in a larger font. IT is used by class teams to produce bespoke resources to meet individual pupils' needs. Those with visual stress have access to coloured overlays and reading rulers and will have 14 copies of texts produced on coloured paper to support their needs
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors, etc.		X		At this time, further development of IT is required. IT is used by class teams to produce bespoke resources to meet individual pupils' needs. External agency support from the Local Authority and Doncaster NHS Services has been vital in developing practices by offering advice, support and training. The school has developed very good links with these agencies.
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	X			The School's Complaints Policy is in place for any family to raise their concerns. The school has an open door policy for families to communicate their feedback to the school. The half-termly SEND Family Coffee Morning has opportunities for feedback. The yearly questionnaire asks for negative and positive feedback.

Access Planning Template for Period 2024-25 to 2026-27

Lead member of staff: Tom Hoyes Date: 21/10/2024

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

St Francis Xavier Catholic Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	To lower levels of anxiety for all pupils with a range of needs and conditions through the use of Visual Timetables	Each class should have their own Visual Timetable which becomes part of the daily routine. A number of identified pupils should have 'Now and Next' personal timetables.	SENCO/ Class Teams	To complete for the academic year 2024-2025	Production of materials and resources.	Each class now has its own Visual Timetable. A number of identified pupils have Now and Next personal timetables. A consistent approach throughout the school has been adopted so that as each cohort moves up each academic year, this will be a familiar system
	To ensure that all equipment is available to those pupils who require support.	The appropriate support equipment should be in place to help pupils access their learning.	SENCO/ Class Teams/ Outside Agencies	To complete for the academic year 2024-2025	Individual costs	Advice has been sought from Outside Agencies, including Occupational Therapy and Behavioural Outreach Support to ensure the purchasing of equipment to best support needs.
	To ensure all PEEPs meet needs of the pupils.	All PEEPs should reflect the evacuation processes and respond to the issues identified during drills and evacuation.	SENCO/ Class teams	To complete for the academic year 2024-2025	No costs incurred	All PEEPs have been assessed following drills and evacuations. These have been discussed with the pupils and signed by all involved. Displayed securely within each classroom
	To ensure that all staff have a thorough knowledge of teaching young people with a range of needs, difficulties and	A programme of staff training will be delivered to teachers and teaching assistants, focussing on a range of	SENCO with Outside Agencies as necessary	Academic year 2024-2025	Production of training materials and resources.	All staff have a shared knowledge of meeting SEND needs, focussing on disabilities. This includes SEND Code of Practice updates, etc.

	disabilities.	disabilities and				which incorporates
		conditions.				disability equality and inclusion. Particular attention will be given to newly qualified staff.
Medium Term	When created new curriculum taking into account ability and dimension	SENCO/ Head Teacher to monitor SEND provision in classes.	SENCO/ Class teacher	Summer term 2024-2025	Production of training materials and resources	SEND provision to be monitored and further training for staff to be planned if required.
	To ensure that the design and layout of furniture and equipment across the school enables access for anyone requiring a wheelchair to move about the premises.	To measure all access points to ensure that there is sufficient width for a wheelchair to pass through. Asking Class Teams to move furniture and equipment to enable clearance.	SENCO/ Business Manager/ Caretaker / Class Teams	In preparation for the start of the 2024-2025 academic year.	No costs incurred	The design and layout throughout the school should mean that whether a new-to-roll pupil or a visitor to the school can access all areas without the support of someone to move furniture.
	To have IT equipment which can support young people with a range of needs, responding at this time to the needs of those currently on roll	As IT equipment is renewed, machines and software are chosen to support a range of needs. Information produced in alternative formats, brail, audio etc.	Senior Leadership Team with Business Manager as part of this Team	Development over the next three years.	Purchases discussed on an individual basis as and when required.	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs. Pupils can record their answers using other means than hand-written.
	To have visual representations of people from different cultures, needs and abilities as part of regular resources, materials and displays.	All new resources will have as a priority that they contain images of all cultures, needs and abilities.	Senior Leadership Team with Business Manager as part of this Team	Development over the next three years.	Purchases discussed on an individual basis	Having people with different needs and abilities as part of the community should become an intrinsic part of our school life, rather than the exception.
Long Term	Software and Hardware renewal	Software renewal for vocalising braille, touch screen, assistive technology	SENCO, Business Manager and SLT.	To be considered from the financial year 2022-2023.	Costs dependent on projected costs at the time.	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs.

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff:

Date:

Period of Plan being checked; January 2023

Does the plan cover;	Yes/No	Comments
Access to the Curriculum?	Yes	
Access to the Physical Environment?	Yes	
Auxiliary aids and services?	Yes	
Teaching and learning practices?	Yes	
Staff Training?	Yes	
Culture and ethos?	Yes	
Provision of written information?	Yes	
	Yes	
2. Are there targets that are;	Yes	
Short Term?	Yes	
Medium Term?	Yes	
Long Term?	Yes	
1. Are there clear strategies to ensure targets fulfilled?	Yes	
2. Are there clear outcomes linked to the targets ?	Yes	
3. Is there a realistic time frame?	Yes	
4. Are there indications as the resourcing of the plan ?	Yes	

Recommendations

N/A

How we support children with SEND

Internal Services

We support all children to access the curriculum wherever possible:

- Our school environment is a safe a simulating environment which celebrates the work of all children and supports the children in their learning.
- All staff know and understand the needs of all pupils in each class.

- Teachers and Learning Support Assistants (LSAs) know their class and the individual needs of individual children and these are considered to ensure planning matches the children's needs.

We support children with additional needs

If you and the school feel that your child has significant additional needs, they will be added to the school's Special Educational Needs register. Parents / Carers are invited to attend meetings, with our SENDCO, about their child at least three times a year. During these meetings, previous targets are reviewed, additional support and intervention is offered and planned for and new targets are set. Where a child's needs are more complex parents/ carers are invited annual reviews which may involve other professionals.

We support children's emotional well being

For children identified with additional needs, our Inclusion Manager/Parent Support Advisor provides work in a group basis or one to one basis. The work provided is varied and can be help to support with attachment issues, behavioural support, confidence building, anxiety and self esteem. We may also complete the program "Circle of Friends" if SENDCO feels this is needed.

We support children with long term medical needs

The school nurse visits school to meet with SENDCO and discuss any issues that have arisen in school that they can offer support with, the school nurse also carries out checks with children (height and weight and hearing) and to provide advice and training to staff (inhaler and epi-pen training). Every class has a medical bag which contains the children in that classes inhalers and information regarding the administration of these, other medicines are stored safely in the school office when a consent form has been filled in by a parent.

External Services

We work in partnership with other agencies to ensure we support all children with additional needs. We have planned meeting twice annually with an Educational Psychologist who has been assigned to our school.

We support speech and language development and children with ASD

For children with specific speech difficulties we are able to refer children to Doncaster's Speech and Language Therapy Department and we work closely with our speech and language therapist to support these children. We also receive support from the ASCETs team which, with parental consent, observe children and support teachers and LSAs in providing a specifically differentiated curriculum.

We support children with physical needs

For children with physical needs we are able to refer children to Doncaster's Physiotherapists and Occupational Therapists. These professional visit school and provide specific advice and guidance for target children. Teachers and Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.

The Role of the Teaching Assistant

All our children are treated as individuals and the class teacher, alongside support staff, plan an appropriately differentiated curriculum for children. This ensures high quality teaching and learning with effective support and resources. When needed, we put in place targets, plans

and appropriate provision to meet the additional needs of children with SEN. We review these regularly. Assessments are carried out to ensure children are on track to meet targets and that planning accurately addresses their needs. Progress and plans are regularly reviewed and evaluated to inform next steps.

Many staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN. For example, we have staff who have developed high levels of expertise in the delivery of speech and language therapy. High priority is given to the emotional and social wellbeing of our children and we offer nurture groups and 1:1 support for children who may benefit.

Staff ensure that their classrooms are stimulating and provide prompts and challenges for all pupils. Children with SEND benefit from the 'learning wall' displays and the posters around class which remind them of spelling rules, writing genres, vocabulary etc.

The Role of School Leaders

All SEN provision is overseen and managed by the SENDCO, Ms Watson. She is supported by the Executive Headteacher who has overall responsibility for assessment in school and therefore monitors the progress. Together, they monitor, review and evaluate all SEN provision on a regular basis throughout the year. Governors are reported to regarding the SEND movement within school. Collaboratively set high expectations for all pupils and staff. Leaders ensure that the school's physical environment is as appropriate and accessible as possible, within the means and confines of the school building.

The Role of Outside Agencies

With the needs of the child at the heart of what we do, we may seek support from other agencies. This would be when we need specific or substantially greater help such as advice from Educational Psychologists, the School Nurse and the Complex Needs Team. We work with other schools in a cluster who can provide services such as Family Outreach Workers, Counselling and Therapeutic Services.

What do I do if I think my child may have Special Educational Needs?

You should contact your child's teacher initially or arrange a meeting with the SENDCO; Ms Watson. We will listen carefully to concerns and put appropriate actions in place. This may involve suggesting other professionals who might be able to help. Because we closely monitor every child's attainment and progress, it's likely that we will have already spoken to you about any concerns we have.

How will School Support my Child?

The class teacher will plan specific targets and the support needed to meet those targets. This is likely to include lots of extra practice of a specific aspect of learning over the course of the week as well as differentiated tasks within lessons. This will be overseen by Ms Watson and any other professionals involved with the child. Any alternative provision will be delivered by teachers and support staff and will be reviewed regularly by teachers and the Inclusion Leader. Any plans or targets will be shared with you at parents' evenings or at review meetings with the SENDCO.

How will the Curriculum be matched to my Child's Needs?

As well as individual plans and targets, which would usually be delivered on a one to one basis, we make sure that all children have access to a curriculum which meets individual needs. We might also group children so they access targeted support or specific resources together – this group work often helps with their learning and social needs. Transition support are offered to all pupils throughout the school and this may involve parents or support staff. Please see the **Transition Policy**.

How will I know how well my Child is doing and how will you help me support my Child's learning?

In addition to normal reporting arrangements, there are parents' evenings and review meetings where there will be opportunities for you to discuss your child's progress with the class teacher. The SENDCO, is always available on these evenings for further discussion and to support you with any concerns you may have. You can be involved in supporting your child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home. We will always try to offer parent training or learning events to help this process and we welcome suggestions from you if there's anything else that you would like support with.

What Support will there be for my Child's overall Well-being?

St Francis Xavier has a caring and supportive ethos. We are an inclusive school. We make sure all our children have the highest levels of pastoral care possible. This support may include specific sessions, where programmes are planned to meet the additional emotional and social needs of individual children. We have close partnerships with outside agencies. This ensures support is available for families who may need additional support. All of our staff are trained in child protection procedures and there are two members of staff, the Head of School and Inclusion Manager who are specially designated to ensure the safeguarding of all children.

What specialist services and expertise are available or accessed by the school?

Our open door policy ensures you can feel confident when you approach school with a problem. You can tell us your concerns and we will access a range of services to provide support. This may involve referral to targeted services such as counselling or family support. Where education is the issue, the SENDCO has access to specialists such as Educational Psychology, Speech and Language Therapists, Complex Needs Team. We recognise the importance of early diagnosis and intervention and have close links with the Early Years Team. Similarly, we work closely with the School Nurse, who is available to train staff when children have specific medical issues and links with many other support agencies.

What training are the staff supporting children with SEN having / had?

Many staff have become trained and specialised in the development of speech and language groups and the delivery of individual programmes of study. Through in-house training and input from outside providers, we also have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area. Staff have attended extra training to support their own learning and have become specialised in areas of need such as phonics, dyslexia and specific learning support programmes.

How will my Child be included in activities outside the Classroom?

We ensure all children with SEN are able to access all activities and school trips enjoyed by their peers (although these may have been adapted for those with specific needs). We consult with parents / carers when planning activities to ensure safety and inclusion when it will help meet the child's needs. Some children with complex needs will receive extra funding and this will be used where possible to employ staff on a one-to-one basis to promote independence but to also support inclusion at all times. Children are consulted with where applicable to determine their interests, needs and involving them in their education. For example, transition from primary to secondary.

How Accessible is the school?

An appropriate and accessible learning environment is provided within the confines of the building and is adapted where possible with additional funding if necessary. Not all of the school is accessible for wheelchairs and having a first floor with two sets of stairs makes one of our classrooms inaccessible for wheelchair users. Please carefully consider this if applying for a place at St Francis Xavier and if your child has a physical or sensory disability as this may prevent them from independently accessing this area. (A visit to the school would be recommended)

How will your school help my Child move on to the next phase of education?

Transition arrangements are firmly established in the school. You and your child, where appropriate, will be involved in any decisions made. Social and emotional support is planned to ensure all children make transitions smoothly and confidently.

Please see the Transition Policy.

How are school resources allocated and matched to the Children's SEN needs?

The school is funded on a national formula per pupil. Blocks of money are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. We would use the additional funds to put appropriate support in place to meet the specific needs of your child. This may take the form of a one-to-one support worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum. However, do be aware that there are strict criteria for additional funding to be granted.

How is the decision made about what type and how much support my Child will receive?

The SENDCO will take advice from all professionals involved with the child alongside the views of you and your child. The best possible package of support will be put in place. We will regularly monitor the support and update where necessary.

How are Parents/Carers involved in the school and how can I be involved?

Parents are kept informed about teaching and learning through regular newsletters, the news page for each class on our website, parents' evenings and other events. We have learning workshops to show parents our methods of teaching phonics, reading and maths. Teachers are happy to meet with parents, often on a drop-in basis, to discuss ways to support your child at home. The SENDCO meets parents at least three times a year to review progress, set targets and involve the child as much as possible in their education.

How can I find more information?

If you're considering applying for a place, contact the office, who will direct you to our SENDCO for further information and help with your application.

If you want to discuss something about your child, contact the class teacher in the first instance.

If you want information about other support services, ask our SENDCO,

If you want information about the local authority's Local Offer, visit their website or ask the SENDCO

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.:

- School Improvement Plan
- SEND Policy
- Equal Opportunities Policy

Other relevant legislation, regulations and guidance

Children and Families Act (2014)

The Special Education Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Support pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

NB

Adhering to the school's Inclusion Policy is paramount within all curricular and extra-curricular areas.