

ST. HELEN'S CATHOLIC PRIMARY SCHOOL'S ACCESSIBILITY PLAN FOR PUPILS (2023-2026)

1. INCREASED ACCESS TO THE CURRICULUM

- To ensure that the St. Helen's version of the Local Offer for SEND pupils is always available and up to date on our website.
- To review and adapt SEND Policies and Procedures where appropriate.
- To widen staff's understanding of neurodiversity/neurodivergence and in particular of hidden disabilities.
- To continue to include disability as a theme within our PSHE programme and assembly programmes.
- To use a variety of strategies to help children develop empathy when discussing disability.
- To continue to be mindful when ordering books/resources and make sure that they include positive images of disabled people.
- When buying new resources, to be mindful of the accessibility for disabled pupils to these resources.
- To continue to provide specialised resources for neurodivergent pupils such as wobble stools etc and to be aware of any new resources coming onto the market which will help our neurodivergent pupils further.
- To embed the use of mobile I.T. devices (ipads, laptops etc.) and purchase appropriate programmes where possible to support the learning of pupils with disabilities.
- To review progress and standards in Maths, Reading and Writing of any disabled pupils.
- To address the sensory needs of our pupils and provide resources which will help their self-regulation and concentration, when needed.
- To address emotional needs of pupils through our nurture approaches, including supporting children as they come through the gate and keeping in touch with individuals who need further support.
- To help children to self-regulate using the Zones of Regulation principles, techniques and resources.

2. IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT

- When redecorating any area, choose contrasting colours - for any visually impaired pupils.
- Edgings of playgrounds and parts of adventure playgrounds to be painted yellow - for any visually impaired pupils.
- To continue to review our playground equipment and its accessibility for disabled children.
- To ensure access to the upstairs rooms through the use of our elevated platform (lift).

3. INFORMATION IN DIFFERENT FORMATS

- To continue to adapt resources and use different methods to meet individual needs e.g. enlarged print, coloured backgrounds/paper, pictorial clues, use of Makaton, use of simplified language, visual timetables, use of sign language, PECS etc.
- To continue to communicate with Parent/Carers in the most effective ways and at the most effective times (based on feedback given)

ST. HELEN'S CATHOLIC PRIMARY SCHOOL'S DISABILITY EQUALITY SCHEME FOR PUPILS, STAFF, GOVERNORS, PARENTS, CARERS AND OTHER PEOPLE WHO MAY WISH TO USE THE SCHOOL (2023-2026)

1. TO PROMOTE THE EQUALITY OF OPPORTUNITY

- To ensure that our community is accessible and welcoming for all disabled people.
- To ensure that our disabled visitors are made to feel comfortable during their visit – they can easily get around the school and are made aware of our toileting facilities for the disabled.

2. TO ELIMINATE DISCRIMINATION

- To ensure that information - around the school, on our website and in any information going out from our school - is easy to read, understand and help is on offer if needed.
- To ensure access to the upstairs rooms by using our elevated platform (lift).

3. TO ELIMINATE HARASSMENT

- To use advice and strategies from the PSHE Association and TenTen, to encourage empathy when discussing disability.

4. TO PROMOTE POSITIVE ATTITUDES TOWARDS DISABLED PEOPLE

- To include disability as a theme within our assemblies and PSHE programme.
- To continue to increase the number of resources which include positive images of disabled people (linked to accessibility plan).

5. TO ENCOURAGE PARTICIPATION BY DISABLED PEOPLE

- To continue to encourage disabled people to work in our school in a paid or voluntary capacity.
- They will be supported in the recruitment process if they require this help.

6. STEPS NEEDED TO MEET NEED – MORE FAVOURABLE TREATMENT

To continue to:

- Analyse the needs of disabled pupils over break and lunchtimes and adapt staffing, where necessary, in order to support these pupils.
- Provide specialised equipment/ furniture for disabled staff where possible.
- Make sure disabled people are comfortable at public school events – they are made welcome and where known, their needs are met.