

St Thomas More Catholic Primary School **Accessibility plan**

Jesus Christ said, 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background, they may reach their full potential as human beings. We seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

'Saint Thomas More Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.'

1. Aims and Objectives

- Improve and maintain an environment that support pupils with hearing and communication difficulties.
- Improve, adapt, and maintain an environment that supports pupils with their sensory needs.
- Develop the use of Information Technology to support the curriculum and create inclusive learning opportunities, helping pupils overcome barriers whether learning within the classroom or remotely.

2. Action Plan

- Improve and maintain an environment that support pupils with hearing and communication difficulties.

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIMEFRAME	RESPONSIBILITY
To ensure that all class teachers are fully aware of the communication and hearing needs of children in their classroom and consider their needs within their seating plans.	Ensure paperwork identifying needs and recommendations is provided to class teachers during transition or when available.	Visits from specialist agencies advising on meeting needs of the pupils.	Ongoing throughout the life of the plan.	Class teachers, SENDCo and Phase Leaders to monitor.
To ensure that all pupils, including those with communication and hearing difficulties, have the opportunity to have their opinions heard and respected.	<p>Staff to have a range of options available to communicate with children, depending on their needs.</p> <p>Where appropriate, access Makaton training for staff working with non-verbal children.</p> <p>Staff to use social stories, sign language, drawing, widge symbols and images, etc to enable children to express their thoughts.</p> <p>Staff to be aware that children with communication challenges may get frustrated at times and allow them time to regulate prior to discussing their concerns or worries.</p>	All children are able to share their views.	Ongoing throughout the life of the plan.	SENDCO Learning Mentor SLT

<p>School behaviour policy ensures that the needs of all individuals are met to the best of the school's ability.</p>	<p>Work or teaching style to be adapted to enable children with specific needs to access all lessons. Use of a range of strategies to support behavioural expectation.</p> <p>Continued development of a range of inclusion strategies involving multi-agency approaches and use of Learning Mentor.</p> <p>Children's records to be updated and monitored on a regular basis using CPOMS.</p>	<p>Fixed term exclusions kept to a minimum.</p> <p>Sufficient strategies in place to make exclusion the very last resort.</p>	<p>Ongoing throughout the life of the plan.</p>	<p>SLT Pastoral Team Phase leaders Teaching staff Lunchtime Supervisors</p>
<p>All children to be able to take part in school visits whatever their disability or impairment.</p>	<p>Thorough risk assessments to be carried out for all visits.</p> <p>Timing of school visits to take into consideration the needs of individual children.</p> <p>Extra support staff to be used when necessary, to ensure all children can go on school visits</p>	<p>All children will participate in class / school visits</p>	<p>Ongoing throughout the life of the plan.</p>	<p>Educational Visits Coordinator Group Leaders for visits</p>
<p>Ensure that all staff who work with the children are aware of the difficulties they face, to an appropriate level.</p>	<p>Learning Mentor and SENDCo to brief lunch time supervisors regarding children's needs at the start of an academic year. Provide suggestions for managing times when the child may be upset.</p>	<p>Ensure that appropriate training is offered to lunch time supervisors to best support the child.</p>	<p>Ongoing throughout the life of the plan</p>	<p>SENCO Learning Mentor</p>

Enable opportunities for external specialist support services, with parental consent, to work alongside the pupil and update the provision required as appropriate.	<p>Work with our in school independent Speech and Language Therapist, who works in conjunction with classroom staff and parents to identify needs and advise on how to support.</p> <p>Ensure visiting specialist staff are accommodated and welcomed into classrooms so that they can advise on the strategies to support pupils.</p>	Recommendations received are implemented within the shortest time possible.	Ongoing throughout the life of the plan.	Class teacher SENDCo Speech and Language Therapist Specialist Teachers
Seek to provide necessary equipment to help those with communication or hearing difficulties to access the curriculum. i.e., laptop, microphones, task lists, talking tins, quiet areas, etc.	Often alongside external advice, assess the needs of each individual child and provide where possible the correct equipment.	Equipment will be readily available when necessary or resourced in the shortest time possible	Ongoing throughout the life of the plan	SENCO School Business Manager
Use ICT software to support learning.	ICT used to support pupils with special needs.	Wider use of SEN resources in classrooms.	Ongoing throughout the life of the plan	ICT team SLT Class Teachers
To develop an awareness within the school community, that each person is made in the image and likeness of God. Some may need	<p>Promote the use of SEND resources, where appropriate, within the classroom.</p> <p>Staff to model promoting SEND resources and normalising that</p>	<p>Celebrating neurodiversity and being different through assemblies and PSHE.</p> <p>Modelling in the classroom and approach of staff and pupils.</p>	Ongoing throughout the life of the plan	Class teachers Learning Assistants SENDCo SLT

additional support with some aspects of life, but that this is accepted, and differences celebrated.	everyone needs different things to help them be successful in life.			
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- Improve, adapt, and maintain an environment that supports pupils with their sensory needs.

Assess the needs of each individual pupil with additional sensory needs and ensure required resources are available.	At times, with the support of specialist teachers, as well as school staff, discuss the needs displayed and consider resources that may benefit the children enable them to manage their sensory needs, reducing the barriers to learning. These will differ between all pupils.	Equipment will be readily available when necessary or resourced in the shortest time possible Wider and more accepted use of SEND resources within the classroom.	Ongoing throughout the life of the plan	SENCO School Business Manager
Assess and implement any adaptations that are required to enable a child to meet their potential and access their learning.	Identify adaptations recommended and look at ways that these can be implemented to support learning. Where additional funding may be required in order to make and implement adaptations, consider whether an EHCP application is required.	Adaptations evident in the classroom through resources, staffing or provision.	Ongoing throughout the life of the plan	SENDCO Class teacher School Business Manager SLT Learning Mentors (gate duty).

Understand that less structured time at school, in particular lunch time, can be challenging for some children with sensory difficulties.	Offer alternative options for eating lunch, if the child is struggling with the environment in the hall for eating. Where children find the playground or classroom during wet playtimes overwhelming, whenever possible, an alternative, quieter option to be available at 'The Place'.	Children identified who may benefit from these alternative provisions and through pastoral discussions, this is offered.	Ongoing throughout the life of the plan	SENDCo Learning Mentor Class Teachers SLT
Understand that alternative provisions for some areas of the curriculum may be necessary to support sensory difficulties.	When children find some lessons too challenging due to their sensory issues, commonly music and PE, alternative provisions to be available.	Alternative provisions available and facilitated to support the child's sensory needs.	Ongoing throughout the life of the plan	

- Develop the use of Information Technology to support the curriculum and create inclusive learning opportunities, helping pupils overcome barriers whether learning within the classroom or remotely.

Staff to be confident in delivering lessons virtually using Microsoft Teams, so classes isolating or children unable to attend, can still access some live learning, where appropriate.	Ensure all teaching staff have access to technology capable of delivering online lessons. Ensure staff are kept up to date with training regarding Microsoft Teams or any other suitable online learning platform, as advised by The Holy Cross Catholic MAC.	Children accessing remote learning.	Ongoing throughout the life of the plan.	Class teacher SENDCO SLT
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	For pupils accessing remote learning via AV1, staff delivering those lessons to be familiar with AV1 and facilitating learning through it, ensuring all resources needed for the lesson are available electronically for pupil too.			
Within the classroom, ICT to be used to remove barriers to learning, resulting in an inclusive provision.	<p>To normalise the use of ICT for children who require it to access an inclusive learning experience.</p> <p>Staff to be up to date in training for programmes such as Clicker, in order to support children in the classroom.</p> <p>ICT equipment to be maintained and updated, to ensure appropriate for supporting children's learning.</p>	Use ICT to support children within the classroom for some lessons.	Ongoing throughout the life of the plan.	Class teacher SENDCo SLT ICT Technician
BSquared to be used to complete the assess, plan, do and review cycle, ensuring that provision is targeted and progress tracked.	<p>Use BSquared to base line pupils ability in core curriculum areas, ensuring a targeted provision can be delivered. Progress can be monitored and measured in small steps.</p> <p>BSquared to be used for children with high needs, where the school assessment system does not evidence the small steps of progress and support to ensure a targeted provision is required.</p>	Used by staff managing the learning provision for high needs children.	Ongoing throughout the life of the plan.	SENCO Learning Assistants Learning Mentors Class Teachers

	Staff, including some Learning Assistants, required to use BSquared as an assessment tool to be offered support from SENDCo in utilising it effectively.			
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