



**Accessibility Plan Template for St Ralph Sherwin Catholic Academies
2023-2024 Accessibility Plan**

Name of Academy: Blessed Robert Sutton Catholic Voluntary Academy

Aspect 1 Curriculum: Improving access for all disabled students to the academy curriculum

| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
|--|--|--|---------------------|------------------------------|
| To ensure that students with an EHCP or those categorised as SEND Support continue to access excellent support that allows them to make good progress. | <p>The curriculum is ambitious for all groups of students and is committed to ensuring that all groups of students can access a challenging, broad and well-planned curriculum that is appropriate to their individual needs. No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.</p> <p>Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons.</p> | EHCP and SEN support students have good outcomes for all assessment periods, including SPCs and End of key stage assessments. | Yearly | All teaching staff, TAs, SLT |
| To ensure that all SEND Support students access appropriate and necessary interventions. | The school is committed to providing a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs. | Students will engage with tailored intervention that follows the Assess Plan Do Review format. All interventions will be reviewed after each cycle to ensure the right support is being offered. | Half termly reviews | SENCO, SLT, Teachers, TAs |



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| | <p>The Curriculum Leader for each subject and the SENCO will work together to adapt a student's provision with advice sought from outside agencies where appropriate, to allow all students to reach their full potential. Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis.</p> | | | |
| <p>To develop staff confidence in using a range of strategies to support learning needs.</p> | <p>Detailed student information on students with SEND are given to relevant staff to aid teaching, through the Vulnerable Database (which is a working document) and Monday briefings will be student focused for updates and strategies for supporting students.</p> | <p>All EHCP/SEN students are supported within the lesson with strategies for their individual needs. Updates to the strategy sheets and Vulnerable database are made to ensure the best support is always offered.</p> | <p>Ongoing updating and accessing of information</p> | <p>Updating – SENCO and SEN administrator Using – all staff.</p> |
| <p>To ensure that school trips planned across curriculum areas are accessible to all students.</p> | <p>Ensure all students with additional needs have support and guidance to ensure they feel able and encouraged to attend curriculum planned school trips. Support of additional staff will also be given to trip leads by TAs to ensure SEN/EHCP students are fully supported.</p> | <p>All EHCP/SEN students attend trips they want to attend.</p> | <p>Yearly</p> | <p>All staff</p> |



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| <p>To ensure that students have access to quality careers education, information, advice and guidance that allows them to make appropriate next steps.</p> | <p>All EHCP students across year groups will have one careers session per year. All SEN students in Year 11 will have an careers interview in preparation for college or sixth form applications. The Careers Advisor will put together additional careers support for all SEN students. The Careers Advisor will offer bookable slots to SEN students for careers advice. The Careers Advisor will attend all Year 9+ EHCP Annual Reviews.</p> | <p>All students will have received careers advice that is impartial and will allow them to progress post 16.</p> | <p>Yearly</p> | <p>Careers Advisor, SLT line manager</p> |
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Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled students can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy

| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
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| <p>Ensure there are no parts of the school to which students with disabilities have limited or no access to.</p> | <p>Ensure information on the areas that are accessible for those with disabilities is readily available to students, parents, staff and visitors.</p> | <p>All students, parents, staff and visitors have access to areas of the school.</p> | <p>Yearly review</p> | <p>SLT, Site Team</p> |



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| Maintain accessible facilities. | The school has toilet facilities suitable for people with disabilities. These are fitted with a handrail and an emergency pull cord and are ready and available throughout the school day. | All students, parents, staff and visitors have access to accessible facilities. | Yearly review | SLT, Site Team |
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Aspect 3: Improving the delivery to disabled students of information which is readily accessible to students who are not disabled

| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
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| Improve the delivery of written information to students, staff, parents and visitors with disabilities. | Ensure that the follow examples might be made available in various preferred formats within a reasonable timeframe, e.g. hand-outs, visual timetables, textbooks and information about the school and school events. | All students, staff, parents and visitors feel fully informed. | Ongoing | SLT, Admin |
| To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books are available as required. | Contact specialist providers when needed. | All students, staff, parents and visitors feel fully informed | When needed | SENCO |
| To consider if alternative signage is needed. | Increase signage near new fencing and ensure accessible for all. | All students, staff, parents and visitors feel they can access the site. | Ongoing | Site Team, SLT |



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| To look at options for alternative ways of presenting information to parents, to include subtitles or a BSL interpretation on all school videos. | Contact specialist providers when needed. | All students, staff, parents and visitors feel fully informed. | Ongoing | SLT, Admin |
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