

Disability Access Plan 2024-25

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON/ PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a curriculum that is accessible for all pupils through quality first teaching, resources and adaptations as appropriate.	All pupils (including those with disabilities) have access to a broad and balanced curriculum	Staff consider access for all when planning and resourcing sequences of lessons Use of IT to support pupils with visual impairment	Class Teachers & Subject Leads	Ongoing	Pupils with disabilities will achieve in line with their peers
	Our school works directly with healthcare professionals to support pupils with: 1. Ongoing health needs e.g. asthma, diabetes & epilepsy 2. Disability e.g. visual or hearing impairment & wheelchair use	Healthcare Plans are created, followed and reviewed regularly	SENDCo to liaise with healthcare professionals to facilitate regular visits to pupils and reviews with class teachers Staff working with pupils with healthcare need to receive training to meet the needs.	SENDCos	Termly Review	Pupils will receive high quality care from appropriately trained staff.
	Curriculum resources include examples of people with disabilities	Text choices consider reflecting realities so all pupils can see themselves	Core texts, PSHE texts and book corner choices are reviewed regularly to ensure pupils have access to positive images of disability	DHT Curriculum & Assessment English Leads PSHE Leads PE Lead	July 2024	Pupils with disabilities will have real life role models or fictional characters that they can aspire to emulate.

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	Curriculum progress is tracked for all pupils, including those with a disability, and high expectation targets set.	All pupils, (including those with disabilities) are challenged to reach their full potential	Adaptations to resources and access arrangements for testing are considered	Class teachers, SENDCo and DHT Curriculum & Assessment	Termly Review	Pupils will have better outcomes into adulthood.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets. Care suite and changing facilities	The SENDCo liaises with parents, medical professionals and the access team to ensure the school is providing an accessible environment	The school car park is accessed by the vehicles of pupils using a wheelchair Care suites are on site to enable intimate care in a suitable environment with appropriate equipment e.g. raised bed. Classroom allocation is used flexibly to allow full access for pupils who cannot access stairs or require a ramp. At Regina Coeli, when considering the update to the public toilet facilities, a care suite and baby changing facilities should be included.	Premises Manager, SBM, HT and SENDCo	Annually reviewed	Pupils are able to enter school in a safe and calm manner. The dignity of the pupil is withheld Pupils remain with their peers throughout their school journey. Pupils, staff, parents and siblings are able to access the environment for extended periods including celebration and Mass.

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	Appropriate workstations are created in the classrooms for pupils to meet their needs. This includes: • Specialist chair • Sensory cushion • Writing wedge • Laptop • Key board overlay	Advice is sought from specialists, including Occupational Therapy to provide suitable	Equipment needs are identified through specialist recommendation, pupil healthcare plans or SENDCo	SENDCo	Termly Review	Pupils
Improve the delivery of information to pupils with a disability, as well as staff, parents and visitors.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Pictorial or symbolic representations • Key vocabulary displayed • Adapted/enlarged texts • Individual IT equipment used for pupils to access teaching slides.		Annual audit of school signage to ensure suitability. Appropriate training for support staff Adaptation of resources as per advice from specialists (e.g. font 36 for visual impairment)	SENDCo		Pupils feel secure in the understanding of where they are going, what they are doing and when they are doing it. Pupils can access the teaching and learning materials

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	Embedded structure of termly review ensures that current information is shared between SENDCo, staff, parents, specialist and pupils. This includes: • Pupil Files passed through school • End of year handover meetings • Vulnerable pupil list • EHCP Annual Reviews • Provision Maps & Support Plans • Individual Healthcare Plans • Medical/Dietary Needs booklet • 'Meet the teacher' and additional transition visits for familiarity The transition to secondary school is carefully planned for. This includes: • Secondary school consideration in year 5 annual review meetings for pupils with EHCPs.	Specialist advice is shared with staff to ensure they have the knowledge of their pupils' needs and can plan accordingly to ensure good outcomes. Secondary schools have a good understanding of individual pupils and their needs.	Year 5 annual reviews consider placements and seek advice from LA SEND Team as appropriate.	SENDCos		Pupils feel confident when starting their new settings and appropriate support is in place from the start.
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	• LA Year 6 SEND transition meetings held with secondary schools. • Individual school visits as required. • ELSA run transition groups for identified Year 6 pupils		SEND Transition forms completed by class teachers and/or SENDCos	Year 6 Class Teachers & SENDCos		
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Monitoring arrangements

This document will be reviewed every 3 years (but may be reviewed and updated more frequently if necessary). It will be reviewed by the Inclusion Lead and approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy