



Accessibility Audit

Audit to cover from: September 2023 to: September 2026 (3 Year Plan)	School Name: St Thomas of Canterbury Catholic Primary	Staff Member Responsible: Emma Overett Governor Responsible: Tim Mills / David Lang	Reviewed Annually on date: Year 1: September 2024 Year 2: September 2025 Year 3: September 2026
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What do we do well currently?

- SEN provision in the school is highly effective and children's needs are well assessed and managed ensuring our most vulnerable children get the more effective provision
- The school has a high number of children with SEND in comparison to local and national data. This is an ever-increasing trend. The school manages this effectively with highly skilled staff who plan adapted learning and resourcing to meet their needs. Where children's needs exceed universally available provision the SENCo liaises with external professionals to seek further advice and support.
- St Francis of Assisi Academy Trust have developed a shared library of resources which can be borrowed and loaned for the purpose of trialling new techniques with particular children. Examples of this may be standing desks, reading pens, assistive technology, sensory equipment which may all sit outside the realms of what the school can financially provide. The school SENCO liaises termly with other trust SENCOs to share best practice

Long Term Objectives : 3 Year Plan

Aspect	Intended Aims	Intended Outcomes	Timeline
The Physical Environment	To comply with the recommendations of the most recent Accessibility Audit (18/11/22) Namely to provide a disabled toilet at the Church site	For pupils, staff and visitors to ST Thomas of Canterbury to have access to suitable toilet facilities	By Year: 2024
	For pupils with physical disabilities to have increased access to the whole school site	For increased access to be provided by a working lift to the front entrance and ramp handrails will be installed on both sides of the pathways to ensure safe access to all part of the school site where required	By Year: 2026

	To improve access to school signage for the visually impaired	To provide additional signage in larger fonts and bold colours to ensure the school is well signposted	By Year: 2024
Curriculum	To ensure that all pupils with SEND have access to a broad and balanced curriculum	For teachers to have a secure understanding of SEN adaptive teaching and how to assess children's starting points in order to provide a developmentally appropriate access to all areas of the curriculum over time	By Year: 2024
	To increase independence in learning tasks for those with SEND	For all staff to embed the use of task trackers in lessons with dual coding as necessary and relevant adaptations to ensure an increased number of children with SEND can access developmentally appropriate learning task with increased independence	By Year: 2025
	For learners with SEND to make progress in mathematical understanding beyond rote learning and have increased access to developmentally appropriate maths lessons	For the foundation of the maths curriculum be structured around the concrete, pictorial and abstract concepts. Children will have access to increased maths concrete resources to support their understanding in maths lessons	By Year: 2024
Access to Information	To improve communication for pupils with a hearing impairment	When required, appropriate hearing equipment using assistive technology will be used to communicate effectively with children in order support engagement in curriculum and social interactions with peers / adults	By Year - ongoing as required.
	To improve communication with parents, visitors or other stakeholders with SEND	Provision is made as matter of course, using assistive technology or other means as an alternative to written communication to ensure that parents, carers and stake holders feel well informed	By Year - ongoing as required
	To improve access to learning for those with SEND using dual coding to support access to new information and aid retention	All staff to have embedded practice of Widgit software to ensure key vocabulary in lessons is taught alongside the visual representation	By Year: 2025

Annual Plan and Review

Year: 2024

Review Date: September 2024

Reviewed By: Emma Overett and Andrew Booth

<u>Aspect</u>	<u>Intended Aim</u>	<u>Intended Outcome</u>	<u>Action to be Taken</u>	<u>By Who</u>	<u>By When</u>	<u>Resources / Funding</u>	<u>Review and Impact</u>
Physical Environment	To comply with the recommendations of the most recent Accessibility Audit (18/11/22) Namely to provide a disabled toilet at the Church site	For pupils, staff and visitors to ST Thomas of Canterbury to have access to suitable toilet facilities	Liaison with services to install disabled toilet in Church (see relevant documents) Liaison with Father Cyril regarding opening of the Church. Relevant signage or information to visitors to signpost to disabled toilet facilities.	Headteacher	2024	Revenue Budget / Capital Budget	Disabled access toilet installed into the Church in 2018 Church reopened in September 2024
	To improve access to school signage for the visually impaired	To provide additional signage in larger fonts and bold colours to ensure the school is well signposted	Site walk to identify areas of concern with regard to signage alongside Fire Safety visit and full Accessibility Audit. Plan for new signage once school frontage is developed with new gates and fence line Purchase paint/signage etc to implement	Headteacher	2024	Revenue Budget / Capital Budget	Fire Exit signs were replaced with consistent signage (capital letters followed by lower case) At entrance of the school new signage with raised profile surface to support visual impairment Painted nosing's on edges of steps to ensure these clear REVISIT ACCESSIBILITY AUDIT TO PIN POINT FURTHER SIGNAGE ACTIONS FOR 2025
Curriculum	For learners with SEND to make progress in mathematical	For the foundation of the maths curriculum be structured around	Maths Lead (Emma Overett) to research,	SENCO Class Teachers	2024/2025 academic year	Curriculum Budget – Maths	Investment in White Rose Maths scheme of learning

	<p>understanding beyond rote learning and have increased access to developmentally appropriate maths lessons</p>	<p>the concrete, pictorial and abstract concepts. Children will have access to increased maths concrete resources to support their understanding in maths lessons</p>	<p>implement and resource new mathematic scheme to include staff CPD, planning support, learning walks and book scrutiny to monitor impact</p> <p>Arrange SEA visit to monitor implementation and impact with a specific focus in CPA for access to learning</p>				<p>which is underpinned by the CPA principles</p> <p>White Rose embedded in all classes N – Y6 (monitored and positive feedback received from SEA visit Autumn 2024)</p> <p>Investment in additional concrete resources (base 10, numicon, cubes, place value counters, place value mats, bar modelling tools, double sided counters, rekenreks)</p> <p>Mapping of SEND need to appropriate curriculum level has been done to ensure children are working on a developmentally appropriate curriculum for those working below year group expectations – ongoing re assessment and management of staffing</p> <p>Investment form St Francis Trust in IDL intervention programme to support children with dyscalculia and those who are learning below the expectation of National Curriculum</p>
	<p>To ensure that all pupils with SEND have access to a broad and balanced curriculum</p>	<p>For teachers to have a secure understanding of SEN adaptive teaching and how to assess children’s starting points in order to provide a developmentally</p>	<p>Staff CPD on adaptive teaching</p> <p>Strategic gathering of SEND pupil assessment data – a clear procedure in place for tracking used to inform planning</p>	<p>SENCO</p> <p>Class teachers</p>	<p>2024</p>	<p>Curriculum Budget</p> <p>SENCo time</p> <p>Trust resources</p>	<p>All pupils with SEND have access to all areas of the curriculum. Children who are accessing alternative curriculum and provision whilst awaiting specialist intervention or placement may not be accessing subject specific study</p>

		<p>appropriate access to all areas of the curriculum over time</p>	<p>Method of monitoring and recording SEND pupils access to all curriculum areas, trips, visits and experiences</p> <p>System in place for reintegrating for any pupils not currently accessing an area of the curriculum (evidence of small steps towards the end goal of full integration)</p>				<p>however their provision is monitored by the SENCo</p>
<p>Access to Information</p>	<p>To improve access to learning for those with SEND using dual coding to support access to new information and aid retention</p>	<p>All staff to have embedded practice of Widgit software to ensure key vocabulary in lessons is taught alongside the visual representation</p>	<p>Investment in Widgit software</p> <p>CPD around dual coding</p> <p>SENCo support and monitoring of provision</p>	<p>SENCo</p>	<p>2024 2025</p>	<p>Curriculum Budget</p> <p>SEND budget</p>	<p>Widgit has now been purchased (4 user license across the school)</p> <p>All classrooms now have a consistent approach to Widgit symbols for the daily timetable, Now and Next resources, social stories, classroom resource labelling and where appropriate new taught vocabulary on display (this is supplemented by real images where the meaning is better portrayed)</p> <p>2025 – continue to embed to ensure teachers are now using this for learning support through word banks, sentence stems, scaffolds for learning activities etc</p>

							Gather Pupil voice to assess impact of this resource for costing next academic year.