



## St. Patricks Catholic Primary School, Dipton

### Accessibility plan

#### Revision History

Name	Version	Reason for change	Status	Date	Review date
Mrs J Burgess	1	Review	Final	<i>Agreed Local Governing Committee March 2026</i>	March 2028

At St. Patrick's Catholic Primary School, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors.

We are committed to supporting inclusivity and promoting positive attitudes, whenever possible, regarding disability and accessibility. Equality of opportunity and equal access are fundamental to our ethos.

St. Patrick's Catholic Primary School will promote a culture of awareness, tolerance and inclusion.

By means of accessibility planning, St. Patrick's Catholic Primary School seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the accessibility plan.

The following areas will be included in the accessibility action plan:

- ✓ Increasing access for students with disabilities or additional needs to the curriculum. *This will include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.*
- ✓ Reference to access to the physical environment of the school. *This will include improvements to the physical environment of the school and physical and practical aids to learning, if appropriate*
- ✓ Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. *This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.*

An accessibility action plan is attached. This plan will be reviewed and adjusted on an annual basis although an overall review will be completed every three years. St. Patrick's Catholic Primary School recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This accessibility plan should be read in conjunction with the following policies, strategies and documents:

- ✓ Health and Safety
- ✓ Pupils with Special Educational Needs and/or Disabilities
- ✓ Behaviour
- ✓ School improvement plan
- ✓ School prospectus
- ✓ School website

## St. Patrick's Catholic Primary School Accessibility Plan

### Access to curriculum

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
--------	-------	-----------	-----------	----------------	------------	----------------

<p>Ensure positive attitudes towards disability. Create effective learning environments for all, utilising feedback from pupil groups.</p> <p>View emotional well-being as the foundation for positive engagement and progress in school.</p> <p>Actively seek to engage in projects which support emotional well-being for staff and governors</p>	<ul style="list-style-type: none"> <li>▪ Ensure inclusion underpins every aspect of curriculum.</li> <li>▪ Ensure all classrooms and resources are organised in accordance with pupil need. Adjustments are made, if necessary</li> </ul> <p>Ongoing programme of staff training in disability awareness/emotional well-being to reflect diverse needs of students within the school.</p> <p>Appoint a pupil well-being champion/make use of staff member who is willing to liaise with professionals and facilitate wider staff training.</p> <ul style="list-style-type: none"> <li>▪ Seek feedback from pupil/parent discussions regarding access to curriculum and identify any issues arising</li> </ul>	<p>Ongoing</p>	<p>SENDCO release time to monitor how pupils with specific needs are accessing the curriculum.</p> <p>Allocate staff meeting time to explore areas of professional development/ cover issues relating to additional needs – include as a standard agenda item</p>	<p>All staff</p>	<p>SENDCO through staff discussions and lesson planning</p> <p>Pupil interviews</p>	<p>Teacher time out of class – supply costs as required</p>
<p>Ensure only the highest expectations are in place for pupils with SEND in terms of progress</p>	<ul style="list-style-type: none"> <li>▪ Quality first teaching complemented by high quality additional staff support.</li> <li>▪ Monitor progress through in-house tracking/wider challenge and scrutiny from BWCET</li> </ul>		<p>Release time for SENDCO to lead all reviews. One afternoon (every week) release time</p> <p>Ensure adequate preparation time for</p>	<p>SENDCO supported by H/T + TA specialising in pupils with SEND</p>	<p>Include in governor review cycle</p>	

from starting points	<ul style="list-style-type: none"> <li>Ensure strong transition arrangements exist at key points:  Nursery to Reception School has now introduced Nursery provision. We continue to engage fully with a range of nursery providers and with Nursery – Reception pre-emptive funding protocols) SENDCo visits to nursery for early identification of additional needs/forge positive home/school relationships as early as possible.</li> </ul> <p>Parent 'Meet the teacher' information sharing sessions/'Pupil moving up days' – additional sessions offered if necessary.</p> <p>Enhanced transition activities from Rec to Y1.</p>		compiling documentation for Education Health Care Plans and Top up funding			
----------------------	---	--	--	--	--	--

**Access to extended opportunities**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
Increase participation in before/after school activities	<ul style="list-style-type: none"> <li>Develop specific after school opportunities for pupils with SEND to ensure diverse participation</li> </ul>	On-going	Time allocated to analysis levels of participation	Business manager/ SENDCO/P.E. Co-ordinator to monitor uptake of places.	Include in governor review cycle	Potential costs linked to widening opportunities through additional coaches for after

			Where enhancement activities are attended by pupils with SEND, ensure additional adults are available.	What else could be done to widen participation?		school clubs or additional staff employed at breakfast club, if necessary. Use of Sports Funding
Ensure all policy review considers the implications of SEND to ensure the provision of equal opportunities and awareness of individual needs	<ul style="list-style-type: none"> <li>Consult pupils, staff, governors and parents on any proposed changes.</li> </ul>	On-going	Leadership Team and SENDCO time to review policies.	Leadership Team/ governors and SENDCO	Governors	Potential cost of staff release
<b>Improve physical environment - Access to/Movement around premises</b>						
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Potential cost</b>
Improve security to school field to allow more regular use of space for a range of curriculum/ play/ after school activities	<ul style="list-style-type: none"> <li>Add fencing to school playing field</li> </ul>	Academic year 2025-2026	Liaise with BWCET for project	H/T + Business Manager	Governors	Total budget to be determined

### Newsletters Information and Communication

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
Availability of documents in alternative formats.	<ul style="list-style-type: none"> <li>▪ Provide constant reminders that school communication can be provided in different ways if requested e.g. large print version available/verbal communication etc.</li> </ul>	Ongoing	Website Arbor messaging system Letters Electronic newsletter where font size can be altered Opportunity for face-to-face conversations Parents/carers invited to wide range of school gatherings	Business Manager and Senior Leadership Team	Head teacher and Governors	Potential cost of admin time Annual cost of texting service
Liaise with parish and share information through church newsletters	<ul style="list-style-type: none"> <li>▪ Send relevant information out to parents via paper copies/website/text</li> </ul>		Community visits Assembly time	SENDCO + H/T	Head teacher and Governors	Allocate staff time
Signpost events and parents/carers support groups  Celebrate differences positively	<ul style="list-style-type: none"> <li>▪ Publicise and celebrate events, where appropriate, throughout the year e.g. National Autism Awareness Week/National Well-Being Week</li> </ul>			Sessions led by member of Durham's SEND team	Head teacher	Funded initiative
Introduction and development of Zones of Regulation to promote well-being and pupils' ability to manage	<ul style="list-style-type: none"> <li>▪ Involvement of STAR training programme via Durham LA</li> </ul>					

emotions and, as a result, access all aspects of school life as positively as possible.						
---	--	--	--	--	--	--

**Management**

- The local governing committee takes responsibility for the Accessibility Plan. It will be reviewed at key points, including when building work is to be undertaken or when deciding on priorities for funding bids.
- Governors will review and reconsider all aspects of the plan as they receive new pupils into the school family.
- Classroom teachers, teaching assistants and co-ordinators will consider aspects of the plan when planning, delivering and reviewing aspects of the curriculum.

**Co-ordination**

- The plan will be considered in conjunction with our pupils with SEND policies.
- The plan will be considered alongside Health and Safety policies and assessments.
- The plan will be co-ordinated with the relevant partners from the local education authority and health sector when considering the needs of individuals or groups of pupils with SEND.
- The plan will inform professional development