



St. Joseph's Catholic Primary School
Accessibility Plan
 Autumn 2022- Autumn 2025
(to be reviewed annually)



Outcomes <i>For groups of children and young people</i>	Accessibility Planning Code <i>C= Curriculum E= Environment I= Information</i>	Actions			Evidence	Dates <i>(from/to)</i>
		What/How	Lead	Resources		
To improve access, progress and participation for children with cognition and learning needs	C	To ensure that all staff are using Language and Literacy Continuums to correctly inform planning and ITPs.	Laura West (SENCO)	Staff generated continuums. ITP's generated through meetings.	Pupil Progress meetings TA logs and evidence Children's exercise books Photographic evidence Learning walks	December 2022- July 2023
	C	To develop more consistent use of Maths ITP toolkit with staff	Laura West (SENCO)	ITP's generated through meetings.		December 2022- July 2023
	C	To support staff in using ITPs to plan individualised booster groups and interventions.	Laura West (SENCO) Eleni Koumi (HLTA/ Intervention Lead)	Staff generated continuums. ITP's generated through meetings.		December 2022- July 2023
	E	Ensure that universal provision in the classroom is planned for and provided.	Laura West (SENCO)	Appropriately coloured acetates Visual timetables Use of picture cues		December 2022- July 2023
To improve access, progress and	I	To continue to employ a Speech and Language Therapist to work weekly with those children who have identified needs.	Laura West (SENCO) Emma Robbin (SALT)	Speech and Language Therapist In-school resources	SALT termly reports against set targets	ongoing

Reviewed December 2022 by L West



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participation for children with communication and interaction needs	I	To recommend strategies to staff to use with these children		Speech and Language Therapist In-school resources	Termly assessment against the WellComm screening tool to show age related progress	ongoing
	I	To work with parents and carers to support children with these needs				
	I	Use of the WellComm screening tool in REC and Y1 to group children accordingly so that appropriate language intervention can be delivered.	Laura West (SENCO) Reception and Y1 Staff	WellComm screening tool and resources		ongoing
To improve access, progress and participation for children with social, emotional and mental health needs	C	Use of Learning Mentor/ Mental Health Lead to provide links with families in order to understand the impact of SEMH on participation and progress at school for identified pupils	Julie Pattinson (Learning Mentor)	In-school resources	Pastoral meetings Evidence in children's books and individual Prayer Diaries Parent and Carer meetings	ongoing
	I	1:1 pastoral support for individual vulnerable children in order for them to access the school day	Julie Pattinson (Learning Mentor)	In-school resources		ongoing
	I	Group pastoral support for targeted children to enable them to access school life	Julie Pattinson (Learning Mentor)	In-school resources		ongoing



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To improve access, progress and participation for children with sensory and physical needs	E	Allow children to explore sensory resources as necessary and required by their needs.	Staff in the Little Flower Room provision	Sensory tent Range of sensory toys and activities available for them to access as is appropriate.	Evidenced through engagement in focussed tasks and against individual targets.	ongoing
	E	To regularly check that corridors are kept clear and uncluttered to ensure clear access for all.	Caretaker and health and safety team.	Time to plan inspections one per half term	Corridors are regularly inspected by the health a safety team.	ongoing