

# St Boniface Federation



## Accessibility Plan for St Mary's 2024-2027

St Saviour's Catholic Primary School, Totland

St Mary's Catholic Primary School, Ryde

St Thomas of Canterbury Catholic Primary school, Carisbrooke

The policies of the Governors of the St Boniface Federation are intended to ensure that the children rejoice in their dignity as children of God and as a unique creation of God's love. The policies are written so as to support the most effective teaching and learning that we can provide. It is our intention that every aspect of school life will support this fundamental aim.

Signed on behalf of Governors: Alexandra Pettitt Chair of Governors Date: October 2024	To be reviewed by: October 2027
Revisions made	

## Introduction

An accessibility self-evaluation has been carried out according to guidance issued by the Isle of Wight Council and an action plan drawn up

	<b>Issue</b>	<b>Activity</b>	<b>Success Criteria</b>	<b>Date / Resources</b>
Inclusion/ exclusion	Staff, parents and disabled young people contribute to reviewing and updating inclusion policies	Review Inclusion Policy according to review date/change in legislation or guidance. Seek views from all stakeholders. Implement suggestions where practicable and relevant	All stakeholders actively involved in review of Inclusion Policy and views sought when amending policy/practice	By policy review date
Policies & procedures	Currently no issues identified, but to be reviewed with this plan and as and when specific needs arise with new pupil.			
Safeguarding	Currently no issues identified, but to be reviewed with this plan and as and when specific needs arise with new pupil.	There is regular safeguarding input for staff and governors. Pupils have safeguarding training through a planned and appropriate provision. Parents are signposted to support via the website		
Risk management	Currently no issues identified, but to be reviewed with this plan and as and when specific needs arise with new pupils.	Risk management is provided via regular checks through EVERY system Training has been provided for staff this year regarding the Risk management of trips for all pupils. Staff and pupils who present with additional needs are also supported through Risk Assessments to meet needs		

Wheelchair accessibility	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available Some doors can be opened independently by wheelchair users	Reasonable adjustment would be considered if and when necessary, for example new pupils with mobility impairments. Classroom layout and manoeuvrability would also be re-assessed if needed. Current ambulant toilet adjusted if/when necessary.	Inclusive practice implemented.	As required
	<b>Issue</b>	<b>Activity</b>	<b>Success Criteria</b>	<b>Date / Resources</b>
General accessibility	Currently no issues identified, but to be reviewed with this plan and as and when specific needs arise with new pupil	Part of EVERY checks by site manager to ensure that pathways are kept clear and safe for all users. Staff are encouraged to refer near misses so that pre-emptive actions can be set in motion.		
Promotion	Limited images of disabled people within in promotional materials Limited site/activity accessibility information is included within promotional materials	Review of display, promotional and teaching materials. Libraries (class and school) include a range of books with disabled protagonists. Assemblies include reference to (for example) Paralympics; celebrating achievements	Positive images of disabled pupils in promotional materials. Accessibility information included in promotional materials. Promotional materials available in alternative formats if requested in advance.	
Community / partnership working	Currently no issues identified, but to be review with this plan and as and when specific needs arise with new pupil	Staff engage with all families and if the families raise concerns school leaders work quickly to explore areas that need refinement. School engages with families new to the school to support uniform and access to school. New family support manager also engages with new families to assist in positive transition		

Participation	School takes feedback from disabled and other groups of young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice	Feedback is taken but more opportunities to identify formal feedback platforms to be identified.	Parents and children to feel confident that their views are heard. There is an organised process for consultation Feedback is used frequently to adapt practice and policy as required	Increased opportunities to hear parents' views. Informal (and formal) meetings with teachers/SENDCo Nurture and /or ELSA sessions where relevant.
	<b>Issue</b>	<b>Activity</b>	<b>Success Criteria</b>	<b>Date / Resources</b>
Staff training /approachability	Currently no issues identified, but to be reviewed with this plan and as and when specific needs arise with new pupil	Staff training is ongoing and responsive to the needs of the children. The most recent training that is an example of this is AIM training identifying how best to support Autistic children and adults within the school environment	IN the case of AIM it is to change practise to support the needs expressed by the children including the materials used in classroom including changing displays and colours used.	
Communication / visual support	Currently no issues identified, but to be reviewed with this plan and as and when specific needs arise with new pupil	Children are supported through access to visual aids such as films and coloured paper as art of the provision within class. These are the basics that all children can access. More specific needs will be provided through a case by case provision tailoring to the specific needs.		

Autism/Asperger awareness	Currently no issues identified, but to be reviewed with this plan and as and when specific needs arise with new pupil	Appropriate training and CPD undertaken as and when new guidance or legislation is relevant. Transition/introduction meetings when starting school/new class. ASD awareness a PD meeting agenda termly to update staff knowledge and awareness ATAS training.	Staff awareness of ASD and strategies to support ASD children Breathing spaces in each class. Children feel able to talk about anxieties/concerns (Nurture/ELSA) Parents feel supported by school and other professionals.	Training is ongoing and as a specific need arises.
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### Glossary of Terms

<ul style="list-style-type: none"> <li>• <b>ASD</b></li> <li>• <b>Makaton</b></li> <li>• <b>Equality Act 2010</b></li> <li>• <b>CPD</b></li> <li>• <b>SENDCo</b></li> <li>• <b>ATAS</b></li> </ul>	<p>Autistic Spectrum Disorder</p> <p>Language programme using signs and symbols to help people communicate</p> <p>Single piece of legislation covering all previous equality legislation.</p> <p>Continuous Professional Development</p> <p>Special Educational Needs and Disabilities Coordinator</p> <p>Attachment and Trauma awareness</p>
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