

Accessibility Plan

School Name St Margaret Mary RC School

Head Teacher: Jayne Logue **SENDCO:** LA

Dates: From January 2022 **To** January 2025 **(3years – to be reviewed annually)**

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
<p>Positive attitudes to diversity are promoted across the whole school. Standard 5</p>	<p>C E I</p>	<p>Use of Mission Statement, Jigsaw scheme and Rights Respecting Award (Unicef) materials, ensure diversity and uniqueness is celebrated in assemblies and daily practice. Vocational Days. Staff Training.</p>	<p>Governor HT SENDCo</p>	<p>Jigsaw scheme RSE scheme Assemblies SMVSC days and work. Staff Meetings.</p>	<p>Feedback from all stakeholders. Minutes of meetings. Twitter Feed. SMVSC Big Books and exercise books Displays around school. Questionnaires annually for stakeholders.</p>	<p>2022-2025</p>

<p>To improve participation and progress of pupils with social, emotional and wellbeing difficulties Standard 7</p>	<p>C E I</p>	<p>To continue to use external agencies (School Nurse and EP) for ongoing guidance for pupils with emotional difficulties.</p> <p>Weekly Nurture group will be ongoing to suit the needs of pupils that attend.</p>	<p>SENDCo Key Stage Coordinators</p>	<p>Outside agency reviews. Referrals to outside agencies. Use of Resilience Coaches. Wellbeing Days. Mindfulness activities in school. Wellbeing bench work.</p> <p>Nurture groups</p>	<p>Feedback from all stakeholders.</p> <p>Wellbeing questionnaires for pupils and staff.</p> <p>Meetings with parents and outside agencies.</p> <p>Twitter.</p> <p>Displays</p> <p>Assemblies</p> <p>Circle Time.</p> <p>Weekly craft clubs for wellbeing and mindfulness.</p> <p>Mindfulness assemblies.</p>	<p>2022-2025</p>
---	-----------------------------	---	---	--	---	-------------------------

<p>Reasonable adjustments are made to remove barriers to learning and participation. Standard 6</p>	<p>C E I</p>	<p>Ensure that all learning needs are supported in school and across the curriculum.</p> <p>Learning walks.</p> <p>Support needs of pupils physically, emotionally and academically following training and guidance for outside agencies, SALT/ OT/ EP/ CAT/ PSS/ Nursing Team</p>	<p>SENDCo Key Stage Coordinators Teachers</p>	<p>Visual TT Privacy Boards Differentiated work Sensory Room Sensory resources Personalised curriculum Withdrawal spaces 1:1, peer and small group support.</p>	<p>Progress meetings Resource audits. Analysis sheets – what is working well, what needs to change. CPD logs. Analysis of progress and attainment for different groups.</p>	<p>2022-2025</p>
<p>All parents and carers are involved in assessing the progress of their child or young person and are contributing to outcomes. Standard 2</p>	<p>E C I</p>	<p>Regular daily informal conversations with teachers and leaders. Home school communication books daily. Regular meetings to review provision. Termly meetings to review SSPs or EHCP.</p>	<p>All stakeholders</p>	<p>Regular meetings about progress in school and via home communications text/ twitter/ letter/home school letter.</p>	<p>Books CPD Parent meetings Parent evenings Reports formally and informally. Annual and termly reports from teacher. Reviews with outside agencies.</p>	<p>2022-2025</p>

<p>A variety of opportunities for children and young people to participate in school life and a range of different ways offered that they can contribute views and suggestions. Standard 8</p>	<p>C E</p>	<p>School Parliament; School council, Eco Council, Wellbeing Council. Mindfulness and wellbeing champions. Gospel Virtue Pilgrims.</p>	<p>SLT and Middle leaders in school</p>	<p>Leaders Activities Assemblies Charity Days Noticeboards Meetings with other groups in school, community and wider.</p>	<p>School Parliament Noticeboards Twitter, letters, texts, activities, charity days, newsletters.</p>	<p>2022-2025</p>
<p>Analysis of information is compared with other settings. Standard 2</p>	<p>C E I</p>	<p>Moderation across year groups, key stages and with other schools in consortium. Transition meetings at beginning and end of each key stage.</p>	<p>HT Subject leaders</p>	<p>Sursum Corda Internal and external Moderation</p>	<p>Moderation across school. Moderation with outside agencies at reviews. Moderation with Sursum Corda schools and Consortium groups. Transition documents/ meetings.</p>	<p>2022-2025</p>
<p>Staff with responsibility for groups are trained to ensure outcomes are improved. Standard 3</p>	<p>E I</p>	<p>Audit of CPD Audit of needs Use of outside agencies to support provision for interventions. Use of tutoring materials. Use of signing to promote communication.</p>	<p>HT/ SENDCo / Key stage Coordinators /HLTAs and TA</p>	<p>Training Sensory Room Wellcomm Precision teaching Physio Activities Makaton Toe by Toe</p>	<p>Outcomes. Progress of pupils undertaking tutoring, interventions and learning improvement projects.</p>	<p>2022-2025</p>

This plan is a suggested format only and can be adapted to suit individual school circumstances.