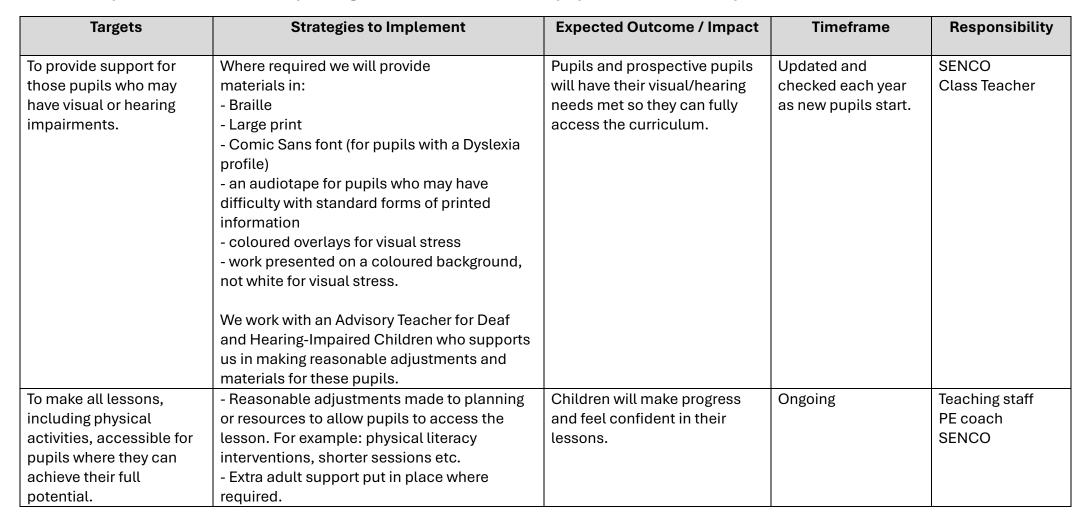


Name of Academy: St John Fisher Catholic Voluntary Academy, Derby

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.





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	- More time given to pupils to complete a piece of work at a pace that works for them.			
	-For children here that have physical conditions, we seek advice on how we can support these children (OT)Physical literacy provision provided when necessary.			
To provide staff with the necessary training to teach and support pupils with SEND.	 Regular CPD for all staff on how to support pupils. Expert staff (SENCO, Pastoral lead and SEND TA) to keep their training up to date. Staff voice on their confidence levels with supporting pupils. 	Staff will have a clear understanding on how to support and teach pupils with a disability and recognise that each child's needs will be unique.	At least termly where required	SENCO
To organise classrooms for pupils with SEND.	-Ensure that the environment is not too overwhelming for pupils Consider seating arrangements and where pupils are best placed Ensure equipment and resources are easily accessible for pupilsMake reasonable adjustments to classrooms based on each cohort's needsSensory profiles are completed by professionals and caregivers to meet individual needs.	Children will be able to access the curriculum in an appropriate environment that allows them to learn and is not distracting.	Ongoing	All staff
To work with outside	-SENCO to communicate with agencies, such	Specialist support will allow	Ongoing	SENCO
agencies to provide the	as Speech and Language, to arrange	school staff to understand		Teaching staff

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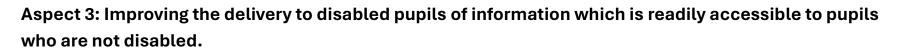
best support for our	appointments or provide training for staff.	how best to support our		
pupils.	-Network with other schools to provide and	pupils, as well as provide		
	reflect on best practice.	targeted support to allow		
		pupils to progress.		
To ensure that school	- Thorough risk assessments to be carried out	All children will be able to	Any trips throughout	Headteacher
visits and residentials	prior to organising school visits.	attend a school trip that will	the year.	SENCO
are accessible for all	- Staff to visit venue prior to visit to check	benefit their personal		Teaching staff on
pupils.	accessibility of building/area.	development.		trip
	- Staff to have risk assessments for any pupils			
	with additional needs on a residential,			
	ensuring they are clear on medication,			
	physical needs etc.			
	-Staff evaluate visits to prepare for future			
	visits.			
To ensure extracurricular	-Staff to consider meeting all needs when	Personal development of	Ongoing	SENCO
offers are accessible for	planning their extracurricular offers.	child. Registers will show a		Teaching staff
SEND pupils.	- Where necessary, risk assessments to be	strong uptake of pupils with		
	carried out.	needs attending extra-		
	- If non-school staff/external agencies are	curricular activities.		
	carrying out the extra-curricular group, they			
	are to be informed of any pupils with			
	additional.			
	-Extra adult support planned for clubs if			
	required.			
	-Clubs are planned with children's needs in			
	mind to ensure there are offers that they enjoy			
	and would benefit from.			
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Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure that pathways of travel around school, including the car park, are safe and well signed.	-Clear signs around school Staff to know the points around school to take any pupils with a physical disability.	Children will have safe access to school and will transition around the building in a safe manner.	Ongoing and regular checks made.	Head teacher Site manager
To ensure that the size and layout of all areas in school allow access for all pupils.	-Classrooms to have a safe layout to allow children to access them. - The hall and dining area to be set up to give safe access to all. - Doorways to be a reasonable size so children can enter and exit easily. - When planning classes for the new academic year, ensure pupils with additional needs are placed first and in a classroom that will be accessible for them.	Pupils will be able to access areas of school safely.	Ongoing and regular health and safety checks throughout the year.	Head teacher Site manager Staff
To ensure that emergency and evacuation systems, including alarms, are both visual and auditory.	 Fire and lockdown drills to happen termly so children can practice and recognise the signal. Pupils with additional needs to be given warning of a fire/lockdown drill. 	Children are aware of the signs and signals that show when they may need to evacuate a building and they are able to do so safely.	Ongoing and tested termly.	Head teacher Site manager



	- Staff to support pupils with additional needs when evacuating the buildingEvacuation plan for identified children in school.			
To have signs and symbols in place around school.	- Visual timetables - Communication cards on lanyards All rooms in school to have a sign on Entry and exit signs - Resources in classrooms to be clearly labelled	Pupils are able to access the physical environment independently.	Ongoing	All staff



Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
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To ensure that everyone	-Our curriculum offer is designed to celebrate	Everyone at St John Fisher will feel	Ongoing	All staff
is made to feel	diversity and to support children's personal	welcome, happy and safe at our school.		
welcome.	development.			
	- Periods in the year like STEM fortnight, healthy			
	fortnight, disability awareness month.			
	- Subjects and reading spines to include			
	exploring people from diverse backgrounds.			
To ensure that staff	-Staff to understand how to do this	Pupils will be able to access all areas of	Ongoing	All staff
remove all barriers to	through CPD.	their learning with support, where		
learning and	- Staff to carefully plan their delivery of lessons	required.		
participation.	and make adaptations for pupils where	·		
	needed.			
	-Training provided to staff which supports this.			
To set high expectations	-Termly pupil progress meetings.	All pupils will make good progress	Ongoing	All staff
of all pupils.	- All monitoring to include a section that looks	consistently across the school.	termly checks	
	at pupils with additional needs.			
	- Clear behaviour policy that is followed by all			
	members of the school community, with			
	reasonable adjustments made for those who			
	need it.			
To keep records up to	-One-page profiles for pupils with additional	Staff are aware of how to best support	Termly	SENCO
date so all staff are	needs in class information folders.	their pupils. Recording keeping will		Class teachers
				Support staff

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aware of pupils with	- Additional needs plans to be updated termly	allow for smooth transition between	
disabilities.	and shared with parents and staff involved with	year groups/schools in Pentecost.	
	the pupil.		
	-Provisions reviewed and updated half-termly.		
	Adjustments made to provisions as an when		
	needed.		
	-All records are filed on our online system		
	which is accessible to all staff.		
	-Staff training on how to keep records up-to-		
	date and how to interpret the information.		