

Accessibility Plan for St Ralph Sherwin Catholic Academies  
2021-2022 Accessibility Plan



Name of Academy: **Saint Alban's Catholic Voluntary Academy**

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Visual signs are used as standard practice around the school, they are consistent across all of EYFS, KS1 and KS2 classrooms.	To use standard symbols across the school. Things to include: -visual timetable -Now and next	All students will be familiar with these symbols, this will provide stability and develop understanding of the structure of the day or layout of the school. It will support in ensuring calmness and expectations will be made more clear for all	May 2022	Class teachers SENCO Head teacher
Whiteboard colour and font are dyslexia friendly and are used in the same way across all classrooms.	Whiteboard colour and font are dyslexia friendly and are used in the same way across all classrooms Overlays purchased and used where needed. Coloured exercise books ordered and used, where needed.	This will allow students with dyslexia to be able to access the whole class session with more ease and therefore will impact on their outcomes.	May 2022	SENCO Class teachers Head teacher
Nurture group is used to ensure that students with SEND have the tools to access their learning and develop socially	Students identified as needing social support will have access to this resource. Class teacher and SENCO to refer.	Students will have more awareness of how to deal with social situations in a calm, controlled way. This will impact on friendships and mental health	June 2022	Nurture lead SENCO Head teacher

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	Nurture group to be held each lunchtime for those that need to access it.			
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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
Ensure that every classroom has a calm area, that allows students to not be over stimulated by their environment	Develop a calm area within each classroom where children can take themselves to safely. Have aids to support calmness such as breathing techniques and sensory objects.	This will result in less emotional outbursts. Children will take more ownership on self regulation.	May 2022	Class teacher SENCO Head teacher
All display boards have the same backing colour, that create a calm learning environment Purchase light brown backing for displays and ensure that this is used consistently across the school This will create a more calm, natural environment for all	All display boards have the same backing colour, that create a calm learning environment Purchase light brown backing for displays and ensure that this is used consistently across the school This will create a more calm, natural environment for all students supporting learning and mental health	All display boards have the same backing colour, that create a calm learning environment Purchase light brown backing for displays and ensure that this is used consistently across the school This will create a more calm, natural environment for all students supporting learning and mental health	September 2023	Class teacher SENCO Head teacher

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students supporting learning and mental health				
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**Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To use advice from outside agency specialists, to ensure that our curriculum meets the needs of each individual child.	<ul style="list-style-type: none"> <li>-Adapting books/ worksheets/ texts to ensure that children with visual needs are able to access learning</li> <li>-Using advice from ASD/ visual support team following observations in class</li> <li>-Using a wide range of interventions to allow the student to access learning as much as possible in the classroom</li> <li>-Lesson observations to see how students with SEND are accessing learning in line with students without SEND</li> </ul>	Students with SEND will have more confidence in their ability and will have strategies in place that will support learning to reach their potential	May 2022	SENCO Head teacher