



'Excellence together with Christ at the Centre'

St Anne's and Guardian Angels School – Accessibility Plan 2023 – 2025

1. Access to physical environment

| Target | Strategies | Timescale | Who? | Success Criteria |
|---|--|--|--|---|
| 1. The school is aware of the access needs of disabled children, staff, governors and parents and carers. | <ul style="list-style-type: none"> • Planning for children with disabilities as part of EHCP process. • Through discussions to find out the access needs of staff, parents, carers and governors. • Consultation with whole school community when building and renovation plans are being formulated. | <p>Ongoing- termly</p> <p>Ongoing-Sept and as required</p> <p>As appropriate</p> | <p>Senco, class teacher, TA, parents. Senco, Headteacher. Governors Headteacher, Resources Committee</p> | <p>EHCPs in place and all staff aware of pupil's needs.</p> <p>All staff, governors, parents and carers feel they have their needs met.</p> <p>Visitors have full access to all school activities</p> |
| 2. Ensure access to reception area for all. | <ul style="list-style-type: none"> • Ensure wheelchair access and appropriate seating. • Streamlining of tactile paving from front gate to reception area to support access of VI. | <p>completed</p> <p>completed</p> | <p>Headteacher, Premises manager(PM)</p> | <p>Parents, carers, all visitors feel welcome.</p> <p>Persons with VI feel safe in school grounds.</p> |
| 3. Ensure all children, staff and visitors are kept safe on the premises | <ul style="list-style-type: none"> • Change access settings on all exit doors from touch button to fob only door exit systems. | <p>Completed March 2019</p> | <p>Headteacher, Premises manager(PM)</p> | <p>All children, staff and visitors are safe in school, risk of child allowing themselves out of building is minimal.</p> |

| | | | | |
|---|---|------------------------------------|---|--|
| 4.Ensure all children, staff and visitors with disability can be safely evacuated | <ul style="list-style-type: none"> • Ensure that all teachers formulate a plan for the evacuation of any child, staff and visitor with a disability naming a responsible person, normally a TA. • Exit routes have a visual check daily | Each September and termly updates, | Headteacher, Senco, PM, class teachers All staff Premises Gov/resources Committee | All pupils with a disability and staff working along side them and all adults with a disability are safe in the event of a fire. |
| 5. All children with disability have access to the appropriate playground | <p>Ensure all areas of the school have wheelchair access. As required</p> <ul style="list-style-type: none"> • Access to all classrooms in Early Years • Ramp access to Y1 classroom • Ramp access to Y2 classroom and junior playground. • Ramp access from Y3 classrooms to junior playground • Ramp access from Y4 • Ramp access from Y5 • Ramp access form both Y6 • Access to infant hall, access to main school entrance. | completed | Headteacher, Senco, PM, Premises Gov | Ramps accessible from all parts of the school to the outside areas. |
| 6. All children can access the changing area in EYFS | <ul style="list-style-type: none"> • Steps under changing mat in Early Years. • Nappy disposable bin. | | FS lead Premises HT | Access for 2 year olds to our EYFS. |

| | | | | |
|---|--|--|---|--|
| 7. To ensure that the views and aspirations of disabled pupils, their families, staff and other disabled people are taken into account during consultation on | <ul style="list-style-type: none"> • Consultation process: plans to be available and comments invited specifically from children and adults with disabilities. Also VI team, CD team, EP, OT and Physio. Consult schools who have been involved in TH Paralympics with us. • Response invited by: texts, school website, newsletter, display in school foyer. • Included as part of the Annual Review | | HT and Senco will ensure involvement whole school community | Whole school community know about the project and have had opportunity to input their ideas into decisions relating to access and enjoyment. |
|---|--|--|---|--|

| | | | | |
|---------------------------|---------|--|--|--|
| any major building works. | process | | | |
|---------------------------|---------|--|--|--|

Accessibility Plan: 2. Access to the curriculum

| Target | Strategies | Timescale | Who? | Success Criteria |
|--|---|---|--|---|
| 1. To increase the confidence of the staff in differentiating the curriculum. | <ul style="list-style-type: none"> Lesson observations and discussion with SLT, Senco and peers. Planning support from team leaders Training for teachers and TAs of children with more complex needs LA training for teachers and TAs of children with ASD at Phoenix School. Advice for staff from Phoenix Outreach, VI team, Lynn Roberts Advice for staff from Th behaviour support for children with SEMH Advice and parent support from Tower Hamlets Emotional and Welfare team (THEWs) School has fully trained Mental Health lead. | <p>Ongoing</p> <p>At start of each year and as required.</p> <p>Termly visits.</p> <p>At Pupil Progress Meetings termly</p> | <p>SLT</p> <p>MLT</p> <p>SENCO</p> | <p>Raised staff confidence in strategies for differentiation, Quality First Teaching and increased pupil participation, motivation, enjoyment and progress.</p> |
| 2. Ensure TAs have training in working with children with a wide range of abilities | <ul style="list-style-type: none"> In school training in: Supporting learning in reading and phonics, supporting learning in Maths. Training in Talk Boost, Word Aware and Rainbows group therapy Training in Team Teach Positive Handling | <p>Ongoing</p> <p>TA Appraisals</p> | <p>Senco</p> <p>SLT</p> <p>HT</p> | <p>Improved Questioning skills</p> <p>Improved skills in supporting learning in Maths and Reading</p> |
| 3.To ensure suitable specialist equipment increases access of pupils with a disability to the curriculum | <ul style="list-style-type: none"> Any child with VI has access to large print materials and IT software Writing slopes, sloped seat cushion, ear defenders, pencil grips, adjustable desks and chairs. Review of provision of touchscreen /laptop/tablet/voice recorders etc. and | <p>Ongoing</p> | <p>Senco</p> <p>Class teachers</p> <p>SLT</p> <p>IT technician</p> | <p>The children's learning is supported by specialist equipment and appropriate IT</p> |

| | | | | |
|--|---|-------------------|--|---|
| | IT software. | | | |
| 4. Review PE curriculum to ensure PE is accessible to all | <ul style="list-style-type: none"> • Policy to include specific reference to disability equality. • Seek disabled sports people to come into school. • Continue to support Tower Hamlets Paralympic games by hosting as well as participating. | Ongoing | PE Leader SLT | All children to have access to PE and be able to enjoy and achieve. |
| 5. Ensure that curriculum planning takes account of children with disabilities. | <ul style="list-style-type: none"> • Include specific reference to disability equality in all curriculum reviews. • Establish good planning to include support staff where required | Annually | Headteacher Subject leaders SLT | Gradual introduction of disability issues into all areas of curriculum |
| 6. Ensure disabled children participate equally in after school and lunchtime activities | <ul style="list-style-type: none"> • Survey participation in clubs by children with disability | Annually | Headteacher Clubs Lead Sports and Music Lead Office admin | Children with disabilities feel confident and able to participate equally in out of school activities |
| 7. To ensure equal access for staff and pupils of all genders | <ul style="list-style-type: none"> • The school is aware of its obligations to anyone undergoing gender reassignment and will follow the Gender Recognition Act 2004 and the Equality Act 2010. | In policy updates | HT Senco | Any member of staff or pupil undergoing gender reassignment is a protected characteristic and will be treated in a fair and equitable manner. |
| 8. Provide specialist provision when possible | <ul style="list-style-type: none"> • Children whose families wish them to stay in mainstream school will be supported in our specialist Hub with a view to integrating them back into the classroom. • Curriculum planning for the Hub will incorporate the whole school curriculum with adaptations to meet the needs of the children. | Ongoing | SLT Senco's Phoenix outreach | Children in the hub are included in the life of the school as much as possible. |

Accessibility Plan: 3. Access to information

| Target | Strategies | Timescale | Who? | Success Criteria |
|--|---|-----------|---|--|
| 1. Review how we send information to parents/carers to ensure it is accessible | <ul style="list-style-type: none"> • Ask parents/carers about access needs to ensure information is accessible via telephone, texts, email, website, newsletter, parent groups, twitter, school app. • The school will be able to identify means of communication with parents with a disability if there is an identified need. • Translation service will be sought for Portuguese, Polish, Arabic and other speaking families • At curriculum meetings with parents we are aware of the needs of parent's with disabilities and the needs of parents of children with disabilities | Ongoing | SLT Class teachers, School office Senco Subject Leaders | All parents receive information in a format they can access |
| 2. Inclusive discussion of access to information in all EHCP Annual Reviews | <ul style="list-style-type: none"> • Ask parents/carers and pupils about access to information about preferred formats in all reviews. • Continue to use Child Centred Annual Reviews | Ongoing | Senco HT Office | Parents/carers are able to participate fully in discussions regarding their child's education |
| 3. Parents/carers will value the new Learning Passports. | <ul style="list-style-type: none"> • At parent meetings, teachers will explain targets and how parents can support their children's learning. • Offer alternative meetings to parents who do not attend parent's evening, such as phone call or online. | | HT Deputy head Class teachers Class teachers | Parents/carers know how to encourage and support their children in their learning |
| 4. To ensure that children with disabilities have access to appropriate | <ul style="list-style-type: none"> • Access to Writing with Symbols software for PECs. Clicker 6, Widget. • Access to appropriate font size and page layout • Dyslexia friendly apps. | | SLT Senco Class teachers | Children with disabilities enjoy and achieve in reading and writing and all areas of the curriculum. |

| | | | | |
|-------------------|--|--|--|--|
| written materials | <ul style="list-style-type: none">• Audit of school library and class book corners for large font, cream pages and easy read texts and dyslexia friendly books.• All teachers to use cream background and blue font on electronic boards when possible.• Reduced stimulation environment for children when appropriate• Visual timetables to be used as the normal format as appropriate• TA trained in advanced Sign Along trains staff in Sign Along with regular updates. | | | |
|-------------------|--|--|--|--|