



ACCESSIBILITY STRATEGY 2023

St Teresa's School is committed to reducing barriers to learning and assessment and improving the access to inclusive education of all learners with special needs or disabilities. This principle is endorsed within our School Improvement Plan.

There are three strands to the planning duty on schools : these are dealt with separately below. The points which follow are intended to give guidance to when making decisions which require the prioritising of allocated funds.

IMPROVING THE PHYSICAL ENVIRONMENT OF OUR SCHOOL FOR THE PURPOSE OF INCREASING THE EXTENT TO WHICH DISABLED PUPILS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

- St Teresa's will ensure that any new buildings or alterations planned, will take full account of the needs of pupils with disabilities.
- The school buildings and grounds will be designed to enable all members of the school community to enter and access all aspects of school life to the best of their ability.
- All members of the school community will be treated with dignity and respect and their individual needs will be accounted for.
- The design will enable pupils to be physically, psychologically and emotionally comfortable and feel safe and secure.
- Adequate space will be allowed to promote flexible use and management of general school areas with the provision of a support room and appropriate storage for equipment and aids.
- Design will take account of pupils' physical growth and the increasing or reducing levels of support that may be required.
- Good levels of natural light with natural and artificial lighting, controllable, effective and comfortable heating and ventilation systems that can be adjusted will be promoted. Good acoustic design will be ensured.
- Creative use of colour and contrast will aid wayfinding and provide stimulating or soothing environments.
- Adjustable furniture and suitable equipment will be advised to enable full participation in the curriculum.
- Specialist facilities, eg disabled toilet will be located so that pupils can access them from a reasonable distance.
- A full audit of the condition, suitability and sufficiency of existing school premises will be undertaken to assess need. This will include professional assessment of the disability access issues at our school.

- We will seek appropriate advice when undertaking small refurbishment, adaptations or extension projects to make provision for disabled access and to plan incrementally to improve access and facilities for pupils.
- Funding will be targeted at providing appropriate facilities for those pupils already in schools and those to be admitted in the current or following academic year.

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN SCHOOL'S CURRICULUMS

Strategies will include:

- Reviewing the delivery of the curriculum
- Reviewing the resources used to support delivery of the curriculum
- Reviewing our extra curricular activities
- Ensuring that there is a sufficient supply of qualified teachers and support staff to support pupils with low incidence disabilities;
- Auditing training needs by a variety of methods including course evaluations, sampling, questionnaires, consultation with SENCOs;
- Direct support, intervention and advice from specialist services;

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

- Links will be made, as appropriate, with specialist schools and advisors to support pupils using:
- Braille
- Large print
- Audio tape
- Lip speaking
- Sign language
- The use of ICT and communication systems
- The information will take account of pupils' disabilities and the preferred formats of the pupils and their parents and/or carers whenever possible.
- St Teresa's will call upon the support of specialist advisory teachers and educational psychology service as necessary for:
- Deaf and hearing impaired children and young people
- Children and young people with visual impairments
- Children and young people with communication and interaction

difficulties including autism

- Children and young people with physical difficulties
- Children and young people with emotional, social and behaviour

- difficulties
- Children with learning difficulties

ACCESS TO THE COMMUNITY

The three strands above are primarily aimed at meeting the needs of the pupils who attend the school. At St Teresa's it is our policy to be welcoming to all members of our community: parents, parishioners, staff, friends of the school and therefore it is important that these people's needs are met as well. Any consideration to improvement or alteration will take account of this group of people.

March 2023