



St. Antony's Catholic College

in partnership with Loreto Grammar School

Accessibility Plan

The St Antony's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with students, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be reported upon annually in respect of progress and outcomes.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. The Accessibility Plan is structured to complement and support the School's Equality Objectives.

This Plan operates alongside the school's SEN policy and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas;

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the school community.
- To build a community that respects the celebration of achievement at all levels.

Date: February 2018

To be reviewed: February 2020

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