

St. Francis' Catholic Primary School

Accessibility Plan

Date last reviewed: 1.11.2025

Signed by:

<u>Miss S Deakin</u>	Headteacher	Date: <u>S. Deakin</u>
<u>Mr M Blair</u>	Chair of governors	Date: <u>M. Blair</u>

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how St. Francis' aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996

- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Albion is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability					
Target/Issue	What	Who	When	Outcome/Success Criteria	Review
SEND and Medical register and information on children with additional needs to be regularly updated.	Audit of needs of children kept on Provision Map. Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Provision Map (PM) with relevant developments. Ensure Medical register and Care plans are up-to-date on Arbor. Make SEND and medical needs pinned at the top of a child's profile on PM. Liaise with parents and external agencies to ensure we receive up to-date reports.	SENCO	Checked termly	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.	Summer 2026
Effective communication and engagement of parents.	Introductory meetings in the autumn term to teachers and SENCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with IEPs and EHCPs.	Headteacher, SENCO, teachers	Autumn 2025	Increased engagement of parents.	Summer 2026
Effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENCo to attend Local SEND Hub and build relations with other local SENDCOs. SENCo and EYFS lead to continue positive relationship with Lancashire SEN& Inclusion team to ensure collaboration when transitioning a child with an EHCP. EYFS ensure close links with local nurseries.	EYFS lead, Teachers, SENCO	Autumn 2026	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	Summer 2026

Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc . TA training (using NASEN) on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers who need bespoke guidance for pupils. Part of the school improvement plan.	Headteacher, TAs, teachers, SENCO	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.	Summer 2026
--	---	-----------------------------------	---	--	-------------

5. Planning duty 2: Physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Target/Issue	What	Who	When	Outcome/Success Criteria	Review
Evaluate day and residential trips in light of each cohort of children	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are coming. SENCO to undertake SEND and Inclusion training as part of EVC training.	EVC	Training undertaken by Autumn 2025	School is aware of accessibility barriers to its physical environment and on trips, and will make a plan to address them	Spring 2025
Ensure all children feel safe and involved at playtimes	Staff at play times to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team.	Teachers, play time staff. Lunch time supervisors	Autumn 2025 - ongoing	Children feel safe in school – evidence in survey results from children.	Spring 2025

Maintain safe access round the interior and exterior of the school.	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Safety improved by flexible drop off times to allow the car park to be less busy for access.	Headteacher	Autumn 2025	There is safe access throughout the school No accidents or near misses on Clack Street.	Autumn 2026
Ensure access for all SEND children at After school clubs and reasonable adjustments are made to enable participation.	Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed.	Headteacher/SENCo	Autumn 2025	Children with additional needs are accessing clubs of their choices with the correct planning and support.	Autumn 2026

6. Planning duty 3: Information

To improve the delivery of information for disabled pupils and parents					
Target/Issue	What	Who	When	Outcome/Success Criteria	Review
Review documentation on website to check accessibility for parents.	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this. New website to be installed with accessibility a focus for all areas.	SENCo, ICT coordinator	Autumn 2025	All parents will be able to be aware of what is happening at school via the website.	Summer 2025

Ensure written materials are available in alternative formats	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	SENCO	Ongoing	Parents are able to access all information and complete forms independently or with assistance.	Autumn 2026
Improve use of visuals to increase understanding of written information.	Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (e.g. word mats, visual timetables, social stories). SENCo to train all relevant staff members in how to use Widgit. SENCo to ensure there is a bank of readymade res	ICT manager	Endure Widgit is in place for Autumn 2025	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.	Summer 2026

7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is **1/11/2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.