

St Ethelbert's Catholic Primary School and Nursery

Accessibility Plan



Date Policy Issued/Last Reviewed:	July 2026
Review Due:	July 2029
Name of Responsible Manager Headteacher: Mr S Marshall	

- Audit existing achievements / provision
- Set goals and targets
- Consult on the plan
- Implement & Evaluate the plan
- Ensure the future of the accessibility plan

Consideration will be given to:

- Preparation for entry to the school
- The Curriculum – teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Breaks & lunchtimes – including the serving of meals
- Assessment and examination arrangements
- School discipline and sanctions
- School trips, clubs and activities
- Transition arrangements

Key Stage 2 Building/site

- Ceiling projectors placed to ensure that teachers do not have light beams at eye level.
- Disabled access available via lift access at the main office or via Hereson Road entrance and slopes to Key Stage 2 playground.
- Raise awareness of the NC Inclusion Statement.

Key Stage 1 Building/site

- Care Suite installed
- Wheelchair access to Key Stage 1 building via slopes from the playground. Internal wheelchair access to all rooms.
- Doors by Y2 classroom allows access to the outside area via slopes.
- Slope allows access from upper playgrounds to adventure playground.
- Ceiling projectors placed to ensure that teachers do not have light beams at eye level.
- widget symbols displayed around the school as appropriate (toilets, library etc.).

1.B. Curriculum (across the school)

- All hearing-impaired pupils have mainstream support if required.
- Special access considerations in examinations if required.
- Subject specific key words displayed in classrooms / other areas of the school.
- TA deployment and identified skill mix to cover a whole range of curriculum needs (differentiation, further break down of NC tasks, pastoral support, inclusion support)
- Liaison with external services and agencies as required (Sensory; Health; STS; etc.)
- Detailed pupil information given to all staff (where appropriate)
- Personalised plans in place with regular reviews to ensure provision is in place
- PEEP's (when needed) to outline procedures for evacuating pupils and staff with disabilities from the building in an emergency.
- Risk assessments are in place, including RA's for trips out of school

- Regular home / school liaison through well identified procedures.

- All children have equal access to the curriculum and are not prejudiced or have barriers to their learning in any area.

2. Goals and targets:

VISUALLY IMPAIRED

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitored by	Evaluation and impact on SIP
Curriculum accessibility Increase awareness and understanding of problems experienced by V.I. pupils. Ensure VI pupils can fully access school's curriculum at appropriate level	STLS VI team for support if required		All staff and pupils	If required		SENDSCO	
Physical accessibility Ensure obstacles are visibly marked	Buildings and maintenance costs		VI pupils	Ongoing (Site Management team) As necessary	Appropriate awareness of obstacles	SENDSCO	SLT

COGNITIVE DISORDERS

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitor ed by	Evaluation and impact on SIP
Curriculum accessibility Increase awareness and understanding of difficulty Ensure full access to curriculum at appropriate level; use of outside agencies for diagnosis. Overcome potential barriers to learning and assessment for pupils who have learning difficulties or other SEN, including ASD	Advice from external agencies	Staff training, defining teaching objectives relating to social interaction, communication and lack of flexibility in thinking. SENCO to monitor pupils. Ensure information is given to all relevant staff. Access to specialist advice Work differentiated in pace, style and content to the correct level. Consistent and structured approach to classroom management from all staff. Differentiation in curriculum, Regular home school liaison.	All staff All staff teaching pupils with ASD and other SEN All staff SENCO CT/SENCO	Ongoing Ongoing Ongoing	Staff have enhanced understanding Staff have suitable information Set work is suitable for pupils Pupils feel secure within school Close contact is kept with home	SENCO SLT SLT SLT SLT	SLT + All staff SLT

Physical accessibility Improve physical environment in order to enable pupils with LD's and those who may be ASD to move around the building easily and safely.	Site Management team for alterations etc.	Use of Widget symbols around the school. Classroom environment – clearly labelled and organised Individual, bespoke Visual TT's if needed	All users of building	Ongoing		Governors	SLT Governors
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HEARING IMPAIRED

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP

Curriculum Accessibility Increase awareness and understanding of the impact of the hearing impairment on learning Responding to the diverse learning needs of HI pupils	Advice from support agencies including STLS HI	Access to an adult, ongoing when necessary Staff training from HI specialist advisor. Seating plans which ensure maximum lip reading / listening opportunities for HI pupils SALT programmes where needed Develop parent	All staff awareness Hearing Impaired pupils (and staff)	Ongoing	Staff able to understand the need for a broad range of strategies to enhance learning of hearing impaired pupils	SENCO / Governors + Supporting Agencies	SLT + Governors
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		partnership and other team structures e.g. SEN/Inc teams					
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Physical accessibility for HI Improve the physical environments of the school to increase the extent to which HI pupils are able to take advantage of education and associated services whilst in and around the building		Identify responsibilities and routines (e.g. fire evacuation; PEEP's etc.)	All pupils and staff		Improved accessibility for HI pupils		
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PHYSICAL DISABILITY

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP
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Curriculum accessibility Children with disability, whether physical or cognitive should have equal access to the curriculum	CPD	Availability of appropriate specialist for advice. Access to additional materials i.e. Sloping Boards, Pencil grips etc. information on personalised plans with regular reviews –access to specialist advice.	pupils on roll requiring specific support	On going		SENCO at Pupil Progress Mtgs SLT	SLT and Governors
Physical accessibility Ensure children with disability, whether permanent or temporary, have access to the Care Suite when needed	Building budget	Provide storage for aids for pupils with disability (incl wheelchairs if required).	PD pupils as necessary All wheelchair users	If required		SLT Governors	SLT Governors

LIFT access LIFT access at the front of the Key stage two building. Ensure access to all building and classrooms available.	Building budget	Provide wheelchair access to both buildings and classrooms.	pupils on roll requiring specific support	On going maintenance costs		SENCO SLT Governors	
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3.Consultation on the plan

- Issue draft plan for all staff to comment
- Bring main items of plan to SLT meeting for discussion

4.Publicise the plan

Ensure the full plan is available on request (considering publication in a variety of formats if necessary).

5. Implementation

Implement the plan by allocating adequate resources in the financial plan

6. Evaluate the plan

Consider:

- Is there greater satisfaction of disabled pupils and their parents with the provision made for them?
- Evidence of the greater involvement of disabled pupils in the full life of the school
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs (incl hidden disabilities)
- Audit on the main curriculum areas
- Progressive improvements to the physical environment of the school
- Information for pupils available in a range of formats

7. Ensure the future of the accessibility plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated service

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	Assess availability of alternative equipment to support better curriculum access. Ensure specialist equipment stays with the child throughout their time at school.	Awareness raising of appropriate equipment available e.g. left handed scissors, triangular pens, large print books etc. Return unused equipment to SEND department	Audit to inform additional resources. Advice / written information on alternative formats etc. SEND resources returned and available	Ongoing	Better shared resources and information.
Medium Term (1)	Identify areas of the school that require accessibility modification and / or improvement.	Use of 'critical friends', school staff (inc. govs) to review buildings etc. Seek advice from Support Services.	Front entrance and other parts of the school are more accessible to all.	Ongoing as required	Physical accessibility is improved.

(2)	Training for NQT's / TA's and any other staff who may require knowledge of differentiation strategies.	Audit from subject / SEN monitoring to identify <u>if teachers</u> require support and advice.	Teachers are empowered to meet the needs of less able children in all areas of the curriculum.	Ongoing training as and when required	Total access to NC
Long Term	Plans are submitted to improve additional access to designated areas. Specific areas are prioritised to fit lifts, stairs, handrails etc.	Use of minor capital delegated resources	All buildings will be accessible, and other building plans realised.	Summer 2024	Physical accessibility of the school increased - all other plans in place.