

St John XXIII Catholic Primary School



Accessibility Plan 2026 - 2027

Policy Approved by:	Local Governing Board
Date of Approval:	23rd Sept 2026
Review Interval	Annually
Date of next Review:	Sept 2027

'we aim for excellence with God at the center of all we think, do and say'

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 we aim 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 local 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

Issue	Objective	Success Criteria	Responsibility	Timescale
Ensuring all pupils, including those with disabilities and additional needs, can fully access the curriculum.	Embed high-quality adaptive teaching strategies across all classes to remove barriers to learning and promote full curriculum access.	Lesson observations and monitoring demonstrate consistent adaptive teaching. Pupils with disabilities make expected or better progress and actively participate in learning across all subjects.	Headteacher, SENDCo, Senior Leadership Team, Subject Leaders	Ongoing (reviewed annually)
Variability in the use of accessible resources and assistive technology to support learning.	Increase the use of assistive technology and accessible learning resources to promote independence and engagement.	Appropriate pupils regularly use technology such as iPads, accessibility software, Widgit symbols and speech-to-text tools. Staff confidently utilise accessible resources within lessons.	SENDCo, Computing Lead, Class Teachers	By July 2027
Ensuring pupils with communication, language and sensory needs can fully engage in lessons.	Develop communication-friendly classrooms through the consistent use of visual supports, structured oracy strategies and sensory adaptations.	All classrooms provide appropriate visual supports and communication aids. Pupil voice demonstrates improved confidence, participation and independence during learning.	SENDCo, English Lead, Class Teachers	By Easter 2027
Ensuring equal access to enrichment opportunities beyond the classroom.	Remove barriers to participation so that all pupils can access educational visits, clubs, sporting activities, performances and leadership opportunities.	Participation data demonstrates that pupils with disabilities take part in enrichment activities alongside their peers, with reasonable adjustments made where necessary.	Educational Visits Coordinator, PE Lead, Senior Leadership Team, SENDCo	Ongoing (reviewed termly)

Monitoring the accessibility of the curriculum across all subject areas.	Introduce annual curriculum accessibility audits as part of subject leader monitoring to identify and address potential barriers to learning.	Subject leader reports include accessibility evaluations and resulting actions. Curriculum resources are adapted where required to ensure equitable access for all learners.	Subject Leaders, SENDCo, Senior Leadership Team	Annual review
Ensuring staff maintain up-to-date knowledge and confidence in inclusive practice.	Deliver a planned programme of professional development focused on adaptive teaching, inclusion, assistive technology and meeting a range of additional needs.	All staff complete relevant annual training. Monitoring demonstrates increased confidence and consistent implementation of inclusive classroom practice across the school.	Headteacher, SENDCo, CPD Lead	Ongoing (annual CPD programme)

5. Planning duty 2: Physical environment

Issue	Objective	Success Criteria	Responsibility	Timescale
Ensuring the school site remains accessible for pupils, staff and visitors with disabilities.	Conduct regular accessibility audits of the school site to identify and remove physical barriers to access.	Annual accessibility audits are completed, actions are implemented promptly, and the school environment remains safe and accessible for all users.	Headteacher, Site Manager, Governing Board	Annual review
Access to classrooms, shared learning spaces and outdoor areas may require ongoing improvements as the needs of pupils change.	Maintain and improve physical access to all learning environments, including classrooms, playgrounds, libraries and intervention spaces.	All pupils can safely access learning areas through reasonable adjustments and adaptations. Any identified access issues are addressed within agreed timescales.	Site Manager, Headteacher, SENDCo	Ongoing

Some pupils may require specialist equipment or adapted learning environments.	Ensure appropriate specialist equipment, furniture and environmental adaptations are available to meet individual needs.	Specialist equipment (e.g. adjustable furniture, sensory resources, writing slopes, hygiene facilities) is provided where required and reviewed regularly for effectiveness.	SENDCo, Site Manager, School Admin Team	As required and reviewed annually
The school environment should support pupils with sensory, visual or hearing needs.	Improve the physical environment through clear signage, appropriate lighting, acoustic considerations and sensory-friendly spaces.	Accessible signage is in place, lighting and acoustics are reviewed where necessary, and suitable sensory regulation spaces are available to support pupils' wellbeing and learning.	Site Manager, SENDCo, Senior Leadership Team	By July 2028
Emergency evacuation procedures must be accessible to all building users.	Review and maintain Personal Emergency Evacuation Plans (PEEPs) and ensure evacuation procedures meet the needs of all pupils, staff and visitors with disabilities.	Individual PEEPs are in place where required, staff receive appropriate training, and emergency evacuation procedures are tested regularly.	Headteacher, Site Manager, Health & Safety Lead	Reviewed annually and following any change in need
Accessibility improvements should be considered as part of future maintenance and capital investment	Ensure accessibility is embedded within premises development, refurbishment projects and planned maintenance programmes.	All building improvement projects consider accessibility from the planning stage, resulting in continuous improvements to the school's physical environment in line with the Equality Act 2010.	Governing Board, School Admin Team, Site Manager	Ongoing (as part of annual premises planning)

6. Planning duty 3: Information

Issue	Objective	Success Criteria	Responsibility	Timescale
Ensuring all pupils, parents, carers and visitors can access school information in an appropriate format.	Provide information in a range of accessible formats, including large print, electronic copies, translated documents and alternative communication methods where required	Requests for accessible information are met promptly and users can access key school information in a format that meets their individual needs	Headteacher, School Office Manager, SENDCo	Ongoing
Communication with families may not always meet the needs of those with disabilities or English as an additional language.	Strengthen inclusive communication by using plain English, visual supports, translation services and interpreters where appropriate.	Parents and carers report that school communications are clear, accessible and meet their needs. Translation and interpretation services are available when required	Headteacher, School Office Manager	Ongoing
Some pupils require adapted resources to fully access teaching and learning.	Ensure learning materials are available in accessible formats, including Widgit symbols, visual timetables, enlarged text, coloured overlays and assistive technology where appropriate.	Pupils are provided with appropriate adapted resources that enable them to access learning independently and make good progress across the curriculum.	SENDCo, Class Teachers, Subject Leaders	Ongoing
The school website and digital platforms must remain accessible to all users.	Review and maintain compliance with recognised web accessibility standards to ensure online information is accessible.	The school website and digital learning platforms meet current accessibility requirements and are reviewed annually for compliance.	School Business Manager, Website Administrator, IT Support	Annual review
Staff require up-to-date knowledge of accessible communication strategies.	Provide regular training for staff on accessible communication, inclusive information sharing and the use of assistive technology.	Staff demonstrate confidence in adapting communication and producing accessible resources. Training records evidence annual updates.	Headteacher, SENDCo, CPD Lead	Annual CPD programme

Accessibility arrangements should be regularly reviewed to ensure they continue to meet the needs of the school community.	Monitor and evaluate the effectiveness of information accessibility through stakeholder feedback and annual policy review.	Feedback from pupils, parents and staff informs continuous improvement. The Accessibility Plan is reviewed annually and updated to reflect changing needs and legislation.	Headteacher, Governing Board, SENDCo	Annual review
--	--	--	--------------------------------------	---------------

7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher.