

Accessibility Plan

Introduction

All Saints' Catholic Primary School demonstrates a strong commitment to inclusive education, ensuring that pupils with disabilities are fully supported to access and participate in the curriculum. We align our approach with the SEND Code of Practice 2015 and the Equality Act 2010

The requirements of the Equality Act 2010 place a statutory duty on schools to prepare written plans to improve access in the following three areas and keep them under review:

1. **Increase the extent to which disabled pupils can participate in the curriculum**
2. **Improve the physical environment to increase accessibility**
3. **Improve delivery of information to disabled pupils**

Definitions of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND code of Practice 2015).

The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people.

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty

and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable (SEND code of Practice 2015)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2015).

The Accessibility Plan

Curriculum Access:

| Target | Actions | Success Criteria | Lead | Time scale |
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| Strengthen staff expertise in inclusive curriculum delivery and SEND adaptations | <ul style="list-style-type: none"> - Deliver regular whole-school training focused on SEND differentiation and adaptive pedagogies aligned with the latest SEND Code of Practice and Equality Act updates. - Embed training on metacognition and Rosenshine's Principles through staff meetings and professional development sessions. - Provide updated SEND handbook and "Teacher's Role" guidance documents annually. - Conduct termly SENDCO-led reviews of IEPs with class teachers and subject leaders to ensure adaptations are effective and up to date. | <ul style="list-style-type: none"> Increased staff confidence in differentiation demonstrated through lesson observations and pupil progress. - IEPs reviewed and adapted termly with evidence of impact on pupil outcomes. - Positive feedback from pupils and parents regarding inclusivity and access. | SENDCO, Headteacher, Senior Leadership Team (SLT) | Ongoing, with formal reviews each term |
| Enhance use of assistive technology and personalised learning resources | <ul style="list-style-type: none"> Collaborate with LA Specific Needs Consultant to trial and implement new technologies (e.g., updated software, apps). -Train staff in effective use of assistive technology. - Ensure personalised learning resources (e.g., visual aids, sensory equipment) are available and used consistently. - Monitor uptake and impact of technology on pupil engagement and progress. | <ul style="list-style-type: none"> - Assistive technology provision is up-to-date and fully meets pupil needs. - Staff demonstrate competence and confidence in using assistive technology. - Increased pupil engagement and independence in learning. - Positive feedback from pupils and parents on accessibility of resources. - Documented evidence of technology use supporting curriculum access. | SENDCO, Computing Lead, Class Teachers | Annual audit; ongoing implementation and training |
| 3. Improve curriculum planning to explicitly identify and sequence | <ul style="list-style-type: none"> - Provide targeted training for subject leaders and teachers on curriculum sequencing and scaffolding for SEND. - Integrate SEND considerations into | <ul style="list-style-type: none"> - Curriculum plans clearly outline essential knowledge and skills with appropriate scaffolding. | Subject Leaders, SENDCO, Headteacher | Review and update curriculum |

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| essential knowledge and skills for pupils with disabilities | <ul style="list-style-type: none"> - curriculum development meetings. - Use pupil progress data to inform curriculum adjustments. - Share curriculum maps with parents each term for transparency and partnership. | <ul style="list-style-type: none"> - Teachers demonstrate improved curriculum design that supports memory and skill development for SEND pupils. - Positive pupil progress data reflecting better retention and understanding. - Parents report clear understanding of curriculum and adaptations. - Subject leaders and teachers confident in SEND curriculum delivery. | | um maps annually; training termly |
| 4. Foster a school-wide culture that promotes neurodiversity, resilience, and positive mental health to support curriculum participation | <ul style="list-style-type: none"> - Continue trauma and attachment-informed approaches through staff training and practice. - Promote neurodiversity awareness through assemblies, PSHE, and staff CPD. - Maintain and expand mental health support provision, including Place2Be and other multi-agency partnerships. - Implement nurture and wellbeing interventions tailored to SEND pupils. - Encourage pupil voice and leadership opportunities that celebrate diversity and resilience. | <ul style="list-style-type: none"> - Staff demonstrate trauma-informed and neurodiversity-affirming practises. - Increased pupil wellbeing and reduced barriers to learning. - Positive pupil voice feedback on feeling valued and supported. - Evidence of effective mental health interventions improving attendance and engagement. - Inclusive leadership opportunities accessible to pupils with disabilities. | SENDCO, Headteacher, PSHE Lead, | Ongoing with regular monitoring and evaluation |

Physical Environment:

All Saints' Catholic Primary School has a ramp leading up to the main entrance.

There is a ramp leading to the entrance of KS1. EYFS and KS2 be accessed via here.

The school is all on one level.

All classrooms can be accessed through double doors.

There is a disabled toilet in the main entrance hall.

Low level lighting is used in classrooms

Blinds are used to prevent glare

Carpets are in place in classrooms and where not, chairs have been fitted with felt pads to reduce noise

There are two sensory areas located in the library and between years 5 and 6 – these are open to all pupils

KS2 has been fitted with air conditioning to support an optimum temperature, particularly in the summer months.

The school has a secure gate where people can only enter once the lock has been released by a staff member

Fire alarms are tested on a regular basis

The playground on KS1 and 2 have been designed to enhance our senses

There are shaded areas in both playgrounds

Communication and Information:

Parents are encouraged to contact class teachers or speak to the head teacher if needed. Head teacher is available each morning on the playground to speak to parents if needed.

There is a weekly newsletter written by the head teacher detailing events that have happened or upcoming.

Parents receive a Curriculum Map each half term from the class teacher which details what parts of the curriculum will be taught that half term.

There are 2 face to face parent/carer evenings and one written report to parents/carers each year.

Families are encouraged to discuss any issues with the class teacher. If further support or information is needed meetings can be arranged with key stage leaders, SENDCO's, deputies or the head.

Several workshops happen throughout the school year to share information with families including, Meet the Teacher at the start of every academic year, phonics meeting for children in Reception and Year 1, multiplication test in year 4, SATS meetings and meetings for overnight residential trips.

Transitions meetings are held to ensure staff are aware of all children's needs.

Robust transition meetings are held with secondary school staff. Year 6 teacher completes 6-7 document.

Other Considerations:

Data is collected to ensure we have up to date information on pupils and staff.

There is a policy on the administration of medicines.

Children with allergies are displayed in the staff room and kitchen. They are also highlighted on the lunchtime register. This information is shared with midday supervisors.

Action plan:

The following targets have been identified by All Saints Catholic Primary to meet the needs of all children

- Continue to invest in technology to support needs of children
- To apply for accreditation to be formally recognised for embedding and committing to neurodiversity-friendly educational practices and inclusive provision.

Monitoring and Review:

This accessibility plan will be reviewed annually to ensure it remains relevant and effective in increasing the participation of pupils with disabilities in the curriculum, aligned with the latest statutory guidance and the evolving needs of All Saints' Catholic Primary School community.

February 2026