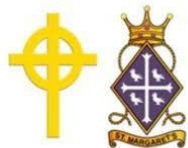


## 2025-2026 Accessibility Plan

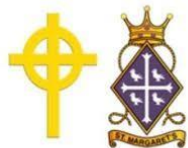
Name of Academy: All Saints and St Margaret's Catholic Voluntary Academy

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To comply with Statutory Guidelines Equality Act 2010.	To review statutory policies to ensure they reflect inclusive practice and procedures.	All policies and monitoring in school reflect inclusive practices and procedures.	<b>Ongoing</b> -and to be reviewed at annual LGB meetings.	Health and Safety Lead HT and Subject Leaders
To liaise with Nursery and High Schools to ensure transition is smooth and pupils.	SEND to meet teachers/SENCO from partner schools. Parents are involved in the transition process. Pupils are given access to extra transition days.	Smooth transition, and children show little anxiety to moving schools. Pupils are given access to extra transition days. Paperwork transferred appropriately.	<b>Pentecost Term</b>	SEND Lead Year 5 and 6 teacher EYFS Lead HT

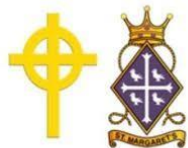


<p>To review the progress of SEND pupils.</p>	<p>Termly IEP targets to be set and communicated with parents in planned meetings. All targets for pupils are 'SMART' and appropriate for the pupils to achieve.</p>	<p>All staff working with identified pupils monitoring and record progress. (See INSIGHT). There is strong parental engagement with pupils' target setting and review meetings. Pupil's next steps in learning are efficiently delivered and</p>	<p><b>Half termly</b> teacher pupil progress reviews. <b>Termly parent</b> and pupil meetings.</p>	<p>SLT SEND Lead Class teachers</p>
		<p>any barriers to learning are removed. Targets ensure pupils have access to outdoor learning, sports, PE, performing arts, trips and visits.</p>		
<p>To ensure all SEND pupils have access to well-being and mental health support.</p>	<p>Pastoral interventions are identified and support pupils. ELSA sessions identified for vulnerable pupils Time to talk is embedded into daily school life. Daily 'well-being' checks are implemented by staff to assigned pupils. Staff trained as Mental Health First Aiders</p>	<p>All staff are trained in the use of Boxall Profiles to identify pupils for mental health support. SEND pupils feel happy and display good mental health and positive learning behaviours. There are no mental health barriers to learning for SEND pupils. Staff know and act on signs of mental health</p>	<p><b>Ongoing</b> and <b>reviewed termly</b></p>	<p>SEND Lead ELSA Lead MHFA trained staff FSW based at SPH DCC Behaviour Support</p>

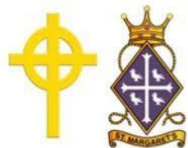


**Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.**

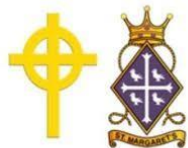
Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
<p>To ensure classrooms are arranged to meet the needs of children.</p>	<p>Environmental non-negotiables are in place for all classrooms. Resources are readily available and easy to access for all pupils. Procedures are in place so that pupils are able to move around the building independently and safely. Furniture, lighting, background noise, considered and planned for individually. Advice from outside agencies sought if appropriate.</p>	<p>Pupils work with correct height, furniture and supports, including appropriate equipment, slopes, ear deaf defenders, stone boards, adapted writing pens, pencils and pen grips. Classrooms, corridors, the computer suite, the library and school hall are accessible for all pupils. All pupils have access to IT equipment and differentiated learning, which ensures there is inclusivity for all pupils.</p>	<p><b>In place at the beginning of each school year and provision reviewed half termly.</b></p>	<p>SEND Lead Class teachers</p>



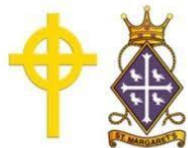
<p>To ensure the school is able to adapt the learning environment for all forms of learning differences.</p>	<p>For visually impaired pupils all step areas are to be painted 'bright yellow' and the school will ensure appropriate support handles are fitted along corridors and toilet areas.</p>	<p>Internal signage and lighting is maintained. Classrooms are labelled with class and teachers and are autistic friendly (for example, the use of visual timetables in black and white).</p>	<p><b>In place for the beginning of the Advent term and provision reviewed half termly.</b></p>	<p>Health and Safety Lead Site Manager</p>
	<p>Visually impaired pupils will have an 'adult' buddy to support them moving around school. Portable ramps are available and are moved to ensure there is access to the outdoor learning areas, which include Forest Schools and playing field area.</p>	<p>Emergency and evacuation systems are set up to inform all pupils.</p>		



<p>To ensure all staff have the necessary training to support disabled and SEN pupils.</p>	<p>SEND Lead to seek outside agency support and training opportunities including from outside agencies such as SSSEN. All steps are made to reduce background noise and remove opportunities where pupils may be exposed to sensory overload.</p>	<p>All staff have access to training in order to meet pupil's needs which may include: Epilepsy training, diabetes, visual/hearing impairment, autism, and other forms of learning differences. The impact of quality training improves the outcomes for all SEND pupils.</p>	<p><b>Reviewed termly</b></p>	<p>SEND Lead Class teachers</p>
<p>To ensure written materials are available for pupils with learning differences.</p>	<p>Whiteboard background colours, font, and size of text is considered. Adapted worksheets and whiteboard slides printed for individual pupils. For visually impaired pupils there are the use of iPads or Chromebooks to</p>	<p>Pupils are able to participate in all areas of the curriculum. Pupils make good or better progress.</p>	<p><b>Reviewed termly</b></p>	<p>SEND Lead Class teachers and teaching assistants.</p>



	<p>photograph and enlarge print.</p> <p>Advice from:</p> <p>The hearing impairment service.</p> <p>The visual impairment service.</p> <p>ISCAN (which includes Occupational Therapy, Physiotherapy and SALT.</p>			
<p>To ensure emergency and evacuation systems are set up and support pupils with disabilities.</p>	<p>Any PEEPS are reviewed termly, and two members of staff are assigned to the same role.</p> <p>After fire drills to review the effectiveness of PEEP provision.</p>	<p>Fire drill procedures and regulations ensure pupils who have a disability have access to a PEEPS plan.</p> <p>Pupils are safeguarded.</p>	<p><b>Termly</b></p>	<p>Health and Safety Lead</p> <p>HT</p> <p>SEND Lead</p>



**Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
<p>To ensure routes around school are clearly identified and information is available to access.</p>	<p>Pupil's needs are assessed as they enter school and planned for appropriately. School clubs are planned to be accessible. School visits are planned to be accessible to all.</p>	<p>Referrals to professionals and external agencies are made and advice fully implemented. (For example, support for Occupational Health).</p>	<p><b>Termly</b></p>	<p>Health and Safety Lead HT SEND Lead</p>
<p>To ensure curriculum design informs and promotes disability.</p>	<p>The PSHE/Character curriculum is reviewed to ensure pupils are taught about disability and are exposed to strong and positive role models. Library resources are reviewed, and books are introduced to reflect all aspects of society which are, documented in the 2010 Equality Act.</p>	<p>Pupils are taught about disability and learning differences. (Guest Speakers are invited into school and the school promotes awareness days which cover disability. The wider curriculum is inclusive and celebrates disability. All resources and environments ensure there are no barriers to learning.</p>	<p><b>Annually</b></p>	<p>SLT Teachers SEND</p>



To deliver findings to the Local Governing Body.	Termly SENCO meeting with the SEND Governor. Outcomes shared with curriculum and pupils.	Governors fully informed and informed by SEND provision. SEND lead presents SEND information and actions to GB	<b>Termly/Annual Review</b>	HT SEND Lead
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