

DRAFT Accessibility Plan



ST CLARE
Catholic Multi Academy Trust



“Let all that you do be done with love”

Date adopted: December 2025

Review date: By 31.12.2028

ST CLARE CATHOLIC MULTI-ACADEMY TRUST**Accessibility Plan**

Plan period: December 2025-December 2028

Date approved by governors: _____

Review date: December 2026

Link governor: Gillian Akers

SENCO: Lauren McKay

Headteacher: Louise Clements

1. Purpose of the Accessibility Plan

This Accessibility Plan sets out how St Thomas of Canterbury Catholic Primary School will increase access to education for pupils with disabilities, in line with the **Equality Act 2010** and the **SEND Code of Practice (0–25)**.

The plan focuses on:

- Increasing access to the **curriculum**
- Improving access to the **physical environment**
- Improving access to **information and communication**

Informed by our Catholic ethos, the plan reflects our commitment to human dignity, inclusion and the common good, ensuring that every child is enabled to flourish.

2. Current Context & Baseline

- Current number of pupils with disabilities / SEND:
- Range of needs present (e.g. physical, sensory, SEMH, communication):
- Key strengths in current accessibility provision:
- Identified barriers to access:

3. Increasing Access to the Curriculum

Barrier Identified	Action to be Taken	Lead Person(s)	Timescale	Success Criteria / Impact	Review Date
Pupils with reading difficulties struggle to access written curriculum materials	Provide differentiated resources, including simplified texts, visual supports, and use of assistive technology (e.g. text-to-speech software)	SENCO Class Teachers	Ongoing – reviewed termly	Pupils demonstrate improved engagement and comprehension in lessons; progress data shows improvement	July 2026
Pupils with SEND find it difficult to follow whole-class teaching	Staff to receive training on inclusive teaching strategies such as chunking instructions and use of scaffolding	Headteacher SENCO	Ongoing – reviewed termly	Lesson observations show inclusive strategies in place; pupil feedback indicates improved understanding	July 2026
Pupils with sensory sensitivities become overwhelmed in busy classroom environments	Adapt classroom environments (quiet spaces, reduced visual clutter, use of ear defenders where appropriate)	Class Teachers SENCO	Implemented within one term	Reduced incidents of distress; improved concentration and participation	July 2026
Pupils with physical disabilities struggle to access practical curriculum activities	Review lesson plans to ensure reasonable adjustments are made and specialist equipment is available	Subject Leaders SENCO	Ongoing – reviewed termly	Pupils are able to participate fully in practical lessons; positive pupil and parent feedback	July 2026
Limited access to digital learning tools for pupils with additional needs	Audit current ICT resources and provide appropriate software and devices to support access	IT Lead	Ongoing – reviewed annually	Increased use of assistive technology; improved independence in learning	July 2026

4. Improving Access to the Physical Environment

Barrier Identified	Action to be Taken	Lead Person(s)	Timescale	Success Criteria / Impact	Review Date
Limited access to some areas of the school site for pupils with physical disabilities	Conduct a full accessibility audit of the school site, including the Physical Needs IR, and prioritise reasonable adjustments	Headteacher Site Manager School Manager	Audit completed within 6 months	Clear action plan in place; identified areas made accessible where reasonably practicable	July 2026
Pupils in the Physical Needs IR require specialist equipment to move safely around the school	Ensure appropriate specialist equipment (e.g. hoists, adjustable beds, height-adjustable tables, supportive seating) is maintained and available	Headteacher Site Manager School Manager SENCO	Ongoing – reviewed termly	Pupils can move safely and comfortably around the school; equipment meets individual care plans	July 2026
Toileting and personal care facilities are not fully accessible across the site	Maintain and improve accessible toilets and hygiene facilities, including changing beds and hoists, in line with pupil needs	Site Manager SENCO	Improvements made within one academic year	Facilities meet pupils' physical and dignity needs; positive feedback from pupils and parents	July 2026
Staff may lack confidence in supporting pupils with complex physical needs	Provide regular training for staff on moving and handling, use of specialist equipment, and health care plans	IR Lead SENCO	Ongoing – reviewed termly	Staff demonstrate safe practice; reduced incidents and increased staff confidence	July 2026
Emergency evacuation procedures may not fully meet the needs of pupils with physical disabilities	Review and update Personal Emergency Evacuation Plans (PEEPs) for all relevant pupils and ensure staff are trained	Headteacher Site Manager	Reviewed termly and updated as needed	Safe and effective evacuation procedures in place; successful practice drills	July 2026
Playground and outdoor areas are difficult to access for pupils with mobility needs	Adapt outdoor spaces to improve accessibility (ramps, smooth surfaces, accessible play equipment where possible)	Site Manager Governors School Manager	Phased improvements over 2 years	Pupils with physical needs can access outdoor areas safely and inclusively	July 2026

5. Improving Access to Information & Communication

Barrier Identified	Action to be Taken	Lead Person	Timescale	Success Criteria / Impact	Review Date
Information is not always presented in accessible formats for pupils with physical, sensory or communication needs	Provide information in alternative formats (large print, symbols, visuals, audio, simplified text) as required	SENCO School Admin	Ongoing – reviewed termly	Pupils can independently access information; reduced reliance on adult support	July 2026
Pupils with communication difficulties struggle to express needs, choices or understanding	Implement and consistently use AAC systems (e.g. communication boards, PECS, switches, eye-gaze technology) where appropriate	IR Lead SENCO	Ongoing – reviewed termly	Pupils communicate effectively; increased participation in learning and social interaction	July 2026
Limited access to assistive technology to support communication and learning	Audit and provide appropriate assistive technology (tablets, adapted keyboards, switches, voice output devices)	IT Lead SENCO	Ongoing – reviewed termly	Pupils use technology effectively to access learning and communicate; increased independence	July 2026
Staff confidence varies in supporting alternative communication methods	Provide regular staff training on AAC, assistive technology, and inclusive communication strategies	SENCO IR Lead	Training delivered annually	Staff use agreed communication systems consistently; improved pupil outcomes	July 2026
Parents/carers may not receive information in accessible formats	Offer school communications in accessible formats and provide support for understanding key information	School Admin SENCO	Ongoing – reviewed termly	Parents report improved understanding and engagement; reduced communication barriers	July 2026
Emergency and health-related information may not be accessible to all pupils	Ensure health care plans, risk assessments and emergency instructions are shared using clear, accessible formats	Headteacher SENCO	Ongoing – reviewed termly	Staff and pupils understand procedures; improved safety and response in emergencies	July 2026

6. Monitoring, Review & Evaluation

- Progress against this plan will be monitored by:
 - Headteacher
 - SENCO
 - Link Governor
- The plan will be:
 - Reviewed **annually**
 - Updated in response to changes in pupil needs or statutory guidance

7. Links to Other Policies

This Accessibility Plan should be read alongside:

- Accessibility Policy
- SEND Policy
- Equality Information & Objectives
- Supporting Pupils with Medical Conditions
- LAC & PLAC Policy

8. Statement of Commitment

At St Thomas of Canterbury Catholic Primary School, we recognise that accessibility is a shared responsibility. Guided by our faith and our duty of care, we commit to removing barriers, making reasonable adjustments, and ensuring that every member of our community feels welcomed, valued and able to participate fully.

Governor Approval

Chair of Governors: _____

Signature: _____

Date: _____