Accessibility Plan

Reviewed By:	**SLT, Governing Body**
Date Reviewed:	**October 2026**
Next Review Date:	**October 2028**

Mission Statement

‘Achieving excellence together, with God’s love.'

At St Francis Xavier Catholic Primary School

we strive to live out the Gospel in the way Jesus teaches us to

We celebrate the diversity of our school community and value each person as unique; made in God’s image and likeness

We work together, through God’s love, to enable our pupils to achieve excellence in all aspects of their education

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and governors.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the governing body.

4. Action plan

AUDITS & ACTION PLANS

Access Audit
Lead Member of Staff: Headteacher

Date October 2026

Section 1: The School can deliver the curriculum to all children/young people. Give details of items developed, current practice and things to be developed..

Statement	Fully	Partially	Not	Comment
Teachers and assistants are trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		X		Teachers and teaching assistants will be given update training on a range of SEND and mental health needs. Training on specific disabilities is delivered by agencies who directly support children with specific disabilities and needs whenever a young person with those needs joins the school. The training programme for the academic year 2026-2027 will focus on supporting specific disabilities and conditions
All school staff and the governors have had access to training on disability equality and inclusion.		X		The SEND Governor has significant experience at supporting schools and will ensure that the school will comply with all legislation and make all reasonable adjustments necessary. Training is attended as and when necessary. All staff will have SEND Code of Practice updates, etc. which incorporates disability equality and inclusion. This will need to be frequently updated in response to new staff joining the school.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	X			The school takes advice from outside agencies and where financially possible, try to take the recommended actions. Agencies have included Special School Outreach Service, Service for Children with a Hearing Impairment, Occupational Therapy, etc. All classroom designs and layouts are checked to ensure clear access for all pupils and staff. 7 e.g. HI Team – Those with hearing impairments – sitting in a place within the room to maximise visual/ auditory access to teachers/ speakers.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		X		When making new purchases of resources and equipment, all staff are mindful of prioritising those which contain images representative of all cultures, needs and abilities. This will take time to renew all resources, but steps have been taken.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	X			Staff make adaptions to their planning for those pupils who require specific support. Where there are challenges present to enable all children access to an activity due to their disability, teaching staff will seek advice from the SENCO, and where necessary, the SENCO will contact outside agencies for support, advice and recommendations. This information will be fed back into the planning.

Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	X			The school uses a range of strategies to support all pupils and their particular needs. All pupils with disabilities and SEN are included in all lessons. This will be recorded in the teachers' planning so that support is deployed effectively within each lesson.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.		X		The SLT are informed of teaching assistants' areas of specialism and expertise through experience. Where possible, these adults are placed with pupils with these disabilities. Those with significant disabilities have a key worker who will be predominately with the identified pupil in class. Provision is made for support to continue over breaks where necessary. It is stated clearly that all efforts are made towards pupils' independence and their key worker is there to assist where necessary.
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.	X			For those identified pupils who require processing time, this is recorded in their SEND Support Plan documentation. This additional time can be provided in many ways. Pupils will be given their questions in advance, or pupils will be asked a question, stating their answer will need to be given after the next pupil. These identified pupils will not be pressured to speak in class. This will be used as typical classroom practice for the Access Arrangements for taking tests and assessments.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising brailling, touch screen, assistive technology.	**X**			The school has a range of technology that can be used to support pupils with disabilities to access learning.
Provision of iPads/ laptops is considered to aid recording and / or communication.	X			All destinations/ venues are visited by the class teachers prior to the visit. The accessibility for all pupils is taken into account with the details recorded in the Exeant programme which records all out of school visits. Where there are inaccessible areas at a venue to children with any disability, a meeting is held with the venue's staff to discuss all alternative provision.

The school links with other schools to share good practice.	X			The school works in collaboration with the other schools as part of the senior Leadership. Where possible, the SENCO attends the Educational Psychology Service's Pyramid Planning Meetings to discuss cases anonymously and to share good practice. The SENCO attends all SENCO Networks provided each term by the Local Authority. All information is shared within the requirements of the GDPR.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	**X**			Where possible, all individuals should have access to the curriculum with adaptions made as necessary. Curriculum units try to include all examples of disability as part of an inclusive community.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	**X**			A range of Access Arrangements are trialled throughout a number of tests over the Key Stage. The most effective, specific Access Arrangements for each pupil identified are recorded on their SEND Support Plan as part of the Assess, Plan, Do Review documents.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		X		The SEND Governor has significant experience at supporting schools and is aware of the responsibilities and duties of schools for disability awareness and inclusive practice.

Section 2: The school is designed to meet the needs of all children / young people.

Statement	**Fully**	**Partly**	**Not**	**Comment**
The size and layout of areas allow access for all children / young people, including wheelchair users.		**X**		All classrooms can be accessed by the front of school and the back of school and also through the year 5 classroom via the wheelchair ramp. Where renovations and restructuring take place in the future, the access for people with all abilities has been incorporated into the design.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	**X**			The SENCO will bring requests for specific purchases to meet pupils' needs to the attention of the Business Manager and the Senior Leadership Team. The School works to improve access and resources for all pupils on roll at the school and to anticipate the needs of pupils who will join the school in the future.
There is a plan which shows priorities for major and minor works, costed		**X**		This information is recorded by the Business Manager and the Senior Leadership Team in the School Improvement Plan. All projected works and projects must be regularly reviewed in order to reflect increases in estimates for completing developments.

The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	**X**			The school uses specific maintenance companies to check all facilities on a regular basis. The School's Business Manager as Site Manager has all documentation securely recorded following each visit. The Business Manager and the school's Caretaker routinely check all equipment and facilities. The school ask that all staff, including cleaners, report and defects immediately to either the Business Manager or Caretaker. The school and the Service for 11 Hearing Impairment have arranged the regular visits of the HI Service technician who checks the equipment for the young person with a hearing impairment.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.	**X**			The fire alarm system has auditory and visual components. Fire and emergency evacuation drills are held each half term. Identified pupils are given time to talk through their evacuation before the drill using their PEEP (see below). Following a drill, the pupils' responses and any obstacles delaying or preventing the evacuation are noted and work takes place to remove these obstacles.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.		**X**		All identified pupils have their own Personal Emergency Evacuation Plan (PEEP). This Plan is shared with the class team and with the pupil (where appropriate). On the reverse of the PEEP is the map of the building with the evacuation route clearly marked to ensure all exits (unless blocked by fire) are accessible given the pupil's particular need. Any supply or covering staff are requested to familiarise themselves with the PEEPs before teaching the class.
With regards to 'Supporting pupils at school with medical conditions (2014)', there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training. Pathways of travel around the school site and parking	**X**			All medicines are stored in a locked cupboard in the office area. If the medicine requires refrigeration, they are stored in a refrigerator in a staff -only kitchen next to the office area. Only the designated staff with medicine administration and First Aid training can administer medicines to children and young people. All medicines are stored and administered in line with the school's Medicines Policy. The Medicines' Record must be completed by the family member on the day the medicine is brought into school. Changing facilities have been incorporated within the accessible toilet in the Foundation Stage/ Year 1 area. This is within a room, providing changing to take place discreetly.

arrangements are safe. Disabled parking spots are available.				
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	**X**			Access to the school from the public highway to the paths around the school and the school's car park are in place; provided visitors and the parents/ carers of all pupils within school abide by the parking guidelines and markings. The school's car park has two disabled parking bays.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	**X**			Specific reference is made in the school's and the Diocesan Policies for recruitment.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	**X**			The school works closely with outside agencies who provide advice and support in the most effective ways to adapt classrooms, furniture and accessibility. These services include Special School's Outreach Service, Occupational Therapy and Physiotherapy, etc. An example includes working with the Service for Children with a Hearing Impairment, where carpets were fitted into each classroom. Where possible, window blinds were fitted in many classrooms.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	**X**			The programme of decoration throughout the school has tried to use warm, muted tones for all walls and soft furnishings. Refurbishment has also seen a reduction in the number of display boards to prevent sensory overload. Class teacher's decorations of classrooms depend greatly on the pupils in their current year group, limiting the amount of visual displays if necessary, to creating a calming atmosphere. Visual timetables are used, Widgits, now and next, strategies such as Social Stories and CSC used. Where possible, software programmes are used which generate the picture and the word.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Comment
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	X			The school have used Widgits to communicate clearly to pupils who require routine and structure to their day through visual timetables and 'now and next' approaches. Additional work will be necessary to prepare for prospective pupils with visual impairments and other disabilities.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	**X**			Currently, the school responds to the specific needs of the pupils, presenting information in the format that best suits their needs. Effective strategies are often recommended by outside agencies, such as Educational Psychologists, Pre-School Inclusion Team, etc.
ICT facilities are used to produce written information in different formats as appropriate.	X			IT is used in order to produce in different formats beyond printing in a larger font. IT is used by class teams to produce bespoke resources to meet individual pupils' needs. Those with visual stress have access to coloured overlays and reading rulers and will have 14 copies of texts produced on coloured paper to support their needs
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors, etc.		X		IT is used by class teams to produce bespoke resources to meet individual pupils' needs. External agency support from the Local Authority and Doncaster NHS Services has been vital in developing practices by offering advice, support and training. The school has developed very good links with these agencies.
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	X			The School's Complaints Policy is in place for any family to raise their concerns. The school has an open door policy for families to communicate their feedback to the school. The half-termly SEND Family Coffee Morning has opportunities for feedback. The yearly questionnaire asks for negative and positive feedback.

Access Planning Template for Period 2026-2028

Lead member of staff: Tom Hoyes Date: 12.10.26

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

St Francis Xavier Catholic Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	To lower levels of anxiety for all pupils with a range of needs and conditions through the use of Visual Timetables	Each class has their own Visual Timetable which becomes part of the daily routine. A number of identified pupils should have 'Now and Next' personal timetables.	SENCO/ Class Teams	Ongoing	Production of materials and resources.	Each class now has its own Visual Timetable. A number of identified pupils have Now and Next personal timetables. A consistent approach throughout the school has been adopted so that as each cohort moves up each academic year, this will be a familiar system
	To ensure that all equipment is available to those pupils who require support.	The appropriate support equipment is in place to help pupils access their learning.	SENCO/ Class Teams/ Outside Agencies	Ongoing	Individual costs	Advice has been sought from Outside Agencies, including Occupational Therapy and Behavioural Outreach Support to ensure the purchasing of equipment to best support needs.
	To ensure all PEEPs meet needs of the pupils.	All PEEPs should reflect the evacuation processes and respond to the issues identified during drills and evacuation.	SENCO/ Class teams	Ongoing	No costs incurred	All PEEPs have been assessed following drills and evacuations. These have been discussed with the pupils and signed by all involved. Displayed securely within each classroom
	To ensure that all staff have a thorough knowledge of teaching young people with a range of needs, difficulties and	A programme of staff training will be delivered to teachers and teaching assistants, focussing on a range of	SENCO with Outside Agencies as necessary	Academic year 2026-2027	Production of training materials and resources.	All staff have a shared knowledge of meeting SEND needs, focussing on disabilities. This includes SEND Code of Practice updates, etc.

	disabilities.	disabilities and				which incorporates

		conditions.				disability equality and inclusion. Particular attention will be given to newly qualified staff.
Medium Term	When created new curriculum taking into account ability and dimension	SENCO/ Head Teacher to monitor SEND provision in classes.	SENCO/ Class teacher	Ongoing	Production of training materials and resources	SEND provision to be monitored and further training for staff to be planned if required.
	To ensure that the design and layout of furniture and equipment across the school enables access for anyone requiring a wheelchair to move about the premises.	To measure all access points to ensure that there is sufficient width for a wheelchair to pass through. Asking Class Teams to move furniture and equipment to enable clearance.	SENCO/ Business Manager/ Caretaker / Class Teams	In preparation for the start of the 2026-2027 academic year.	No costs incurred	The design and layout throughout the school should mean that whether a new-to-roll pupil or a visitor to the school can access all areas without the support of someone to move furniture.
.	To have IT equipment which can support young people with a range of needs, responding at this time to the needs of those currently on roll	As IT equipment is renewed, machines and software are chosen to support a range of needs. Information produced in alternative formats, brail, audio etc.	Senior Leadership Team with Business Manager as part of this Team	Development over the next three years.	Purchases discussed on an individual basis as and when required.	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs. Pupils can record their answers using other means than hand-written.
	To have visual representations of people from different cultures, needs and abilities as part of regular resources, materials and displays.	All new resources will have as a priority that they contain images of all cultures, needs and abilities.	Senior Leadership Team with Business Manager as part of this Team	Development over the next three years.	Purchases discussed on an individual basis	Having people with different needs and abilities as part of the community should become an intrinsic part of our school life, rather than the exception.
Long Term	Software and Hardware renewal	Software renewal for vocalising brailling, touch screen, assistive technology	SENCO, Business Manager and SLT.	To be considered from the financial year 2026-2027	Costs dependent on projected costs at the time.	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs.

Checking the School's Access Plan
When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff:
Date:
Period of Plan being checked; January 2023

Does the plan cover;	Yes/No	Comments
Access to the Curriculum?	Yes	
Access to the Physical Environment?	Yes	
Auxiliary aids and services?	Yes	
Teaching and learning practices?	Yes	
Staff Training?	Yes	
Culture and ethos?	Yes	
Provision of written information?	Yes	
	Yes	
2. Are there targets that are;	Yes	
Short Term?	Yes	
Medium Term?	Yes	
Long Term?	Yes	
1. Are there clear strategies to ensure targets fulfilled?	Yes	
2. Are there clear outcomes linked to the targets ?	Yes	
3. Is there a realistic time frame?	Yes	
4. Are there indications as the resourcing of the plan ?	Yes	

Recommendations

N/A

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