



Accessibility Plan

St Anne's Catholic Voluntary Academy

September 2026 – September 2029

Document Provenance

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Document review and editorial updates

This plan will be reviewed annually. The next review is due in September 2027.

1. BACKGROUND AND PURPOSE

St Anne's Catholic Voluntary Academy is committed to providing an inclusive education in which every child is able to participate fully in school life and achieve their potential.

This Accessibility Plan has been developed in accordance with Schedule 10 of the Equality Act 2010. Schools are required to prepare an Accessibility Plan to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided by the school; and
- improve the delivery of information to disabled pupils in a form that is accessible to them.

The plan should be read alongside the school's wider commitment to equality, inclusion and special educational needs and disabilities (SEND).

The Equality Act 2010 places duties on schools to avoid discrimination and to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage. (GOV.UK)

2. OUR VISION FOR ACCESSIBILITY AND INCLUSION

At St Anne's, we believe that every child is created in the image and likeness of God and has the right to participate fully in the life of our school.

We aim to ensure that disability is not a barrier to:

- learning;
- achievement;
- participation;
- friendships and relationships;
- play and social activities;
- school trips and residential visits;
- assemblies and worship;
- extra-curricular activities;
- communication;
- accessing information; or
- enjoying the wider life of the school.

We recognise that accessibility is not simply about physical access. It includes access to learning, communication, information, the physical environment and participation in school life.

Our approach is therefore proactive and anticipatory. We seek to identify potential barriers and make reasonable adjustments rather than waiting for difficulties to arise.

3. DEFINITION OF DISABILITY

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Accessibility Plan applies to disabled pupils and also informs the reasonable adjustments and support considered for pupils where a disability is suspected or where the school is awaiting further assessment or diagnosis.

A pupil does not need to have an Education, Health and Care Plan or a SEND diagnosis for the school to consider accessibility or reasonable adjustments.

4. SCOPE OF THE PLAN

This Accessibility Plan focuses specifically on the accessibility of education and school life for disabled pupils.

It considers three key areas:

A. Curriculum access

Ensuring disabled pupils can access teaching, learning, assessment and the wider curriculum.

B. Physical access

Ensuring that the physical environment enables disabled pupils to access classrooms, facilities, activities, play areas, assemblies, worship, trips and other aspects of school life as fully as possible.

C. Access to information

Ensuring information is provided in an appropriate format so that disabled pupils can understand and access it.

Accessibility for visitors is not specifically covered by this plan. Visitors who require adjustments are encouraged to contact the school office in advance so that appropriate arrangements can be made.

5. LINKS WITH OTHER SCHOOL POLICIES

This Accessibility Plan should be read alongside:

- SEND Policy;
- SEND Information Report;
- Equality Policy;
- Teaching and Learning Policy;
- Behaviour Policy;
- Medical Conditions Policy;
- Health and Safety Policy;
- Supporting Pupils with Medical Conditions Policy;
- Educational Visits Policy; and
- Curriculum policies.

The Accessibility Plan forms part of the school's wider approach to equality, inclusion and SEND.

6. CURRENT ACCESSIBILITY

St Anne's is committed to identifying and removing barriers to participation.

The school supports pupils with a wide range of needs. These may include, but are not limited to:

- autism;
- ADHD;
- sensory processing needs;
- visual or hearing impairments;
- physical disabilities;
- medical conditions;
- genetic conditions;
- communication and interaction needs; and
- other conditions which may affect access to learning or school life.

The needs of individual pupils are considered on a case-by-case basis. Adjustments are reviewed as pupils develop and as their needs change.

7. CURRICULUM ACCESSIBILITY

St Anne's uses high-quality inclusive teaching as the first response to meeting children's needs.

Teachers consider accessibility when planning lessons and activities and make reasonable adjustments where required.

These may include:

- adapting teaching approaches;
- differentiated or adapted learning activities;
- additional modelling and repetition;
- pre-teaching and overlearning;
- visual supports;
- visual timetables;
- clear and consistent routines;
- simplified or chunked instructions;
- alternative ways of recording learning;
- use of technology and assistive technology;
- enlarged or adapted resources;
- additional processing time;
- sensory breaks;
- movement breaks;
- appropriate seating;
- access to quiet or low-stimulation spaces;
- adult support;
- specialist equipment;
- alternative communication systems; and
- support from external professionals where appropriate.

Reasonable adjustments will be identified according to the individual pupil's needs and reviewed regularly.

8. PHYSICAL ACCESSIBILITY

The school recognises that physical accessibility extends beyond simply being able to enter the building.

The school considers access to:

- classrooms;
- toilets;
- playgrounds;
- outdoor learning areas;
- assembly and worship spaces;
- dining areas;
- sports and PE activities;
- school trips;
- educational visits;
- after-school activities; and
- other facilities and services.

The school currently provides accessible routes into the main school reception and has an accessible toilet.

Where a pupil has a physical disability or mobility difficulty, the school will consider reasonable adaptations to ensure that the pupil can participate safely and as fully as possible.

The school will work with parents/carers, pupils, relevant professionals and the Trust where specialist advice or physical adaptations are required.

9. ACCESS TO INFORMATION

Information will be adapted where necessary to meet individual needs.

Examples may include:

- larger print;
- accessible fonts and layouts;
- coloured backgrounds;
- overlays;
- visual prompts;
- symbols and pictures;
- verbal explanations;
- information broken into smaller sections;
- repetition and clarification;
- access to technology;
- alternative recording methods;
- additional processing time; and
- alternative formats where appropriate.

Teachers will consider the accessibility of resources before they are provided to pupils.

10. ASSEMBLIES, WORSHIP AND WHOLE-SCHOOL EVENTS

St Anne's recognises that assemblies, collective worship, performances and whole-school events should be accessible to all pupils.

Reasonable adjustments may include:

- seating close to an exit;

- access to sensory equipment;
- noise-reducing headphones;
- reduced sensory stimulation;
- additional adult support;
- visual information;
- preparation or social stories in advance;
- access to a quieter space; and
- alternative arrangements where required.

The aim is to enable pupils to participate in whole-school experiences wherever reasonably possible rather than automatically providing an alternative activity.

11. EDUCATIONAL VISITS AND EXTRA-CURRICULAR ACTIVITIES

Accessibility will be considered when planning educational visits, residential experiences, clubs and extra-curricular activities.

Staff will consider:

- physical access;
- sensory needs;
- medical needs;
- communication needs;
- supervision;
- transport;
- access to facilities;
- appropriate staffing;
- rest breaks; and
- reasonable adjustments required to enable participation.

Parents/carers and pupils will be consulted where appropriate.

The school will seek advice from relevant professionals or the visit provider where necessary.

12. TRANSITION

Accessibility needs will be considered during transition into and through the school.

This may include:

- information gathered from parents/carers;
- liaison with previous settings;
- transition visits;
- individual transition plans;
- visual timetables;
- photographs and social stories;
- visits to new classrooms;
- meeting key adults;
- sharing information with receiving staff; and
- early identification of reasonable adjustments.

Where appropriate, transition arrangements will begin sufficiently early to ensure that reasonable adjustments can be put in place before the pupil starts.

13. PUPIL VOICE

Where appropriate, pupils will be involved in decisions about accessibility and reasonable adjustments.

Staff will seek to understand:

- what helps the pupil to learn;
- what creates barriers;
- what adjustments they find helpful;
- how they prefer to receive information;
- how they can participate in school life; and
- what could be improved.

Pupil views will be considered alongside those of parents/carers and relevant professionals.

14. STAFF TRAINING AND AWARENESS

The school will provide staff with appropriate training and information to enable them to support disabled pupils effectively.

Training may include:

- understanding disability and inclusion;
- reasonable adjustments;
- autism;
- ADHD;
- sensory processing;
- communication needs;
- visual or hearing impairment;
- physical disabilities;
- medical needs;
- assistive technology;
- alternative communication systems; and
- specific training relating to the needs of individual pupils.

Training needs will be identified through pupil needs, staff development requirements and advice from external professionals.

15. PARTNERSHIP WITH PARENTS AND PROFESSIONALS

Parents and carers are important partners in identifying barriers and developing effective adjustments.

The school will work collaboratively with:

- pupils;
- parents and carers;
- class teachers;
- teaching assistants;

- SENCO;
- school leaders;
- Trust staff;
- health professionals;
- therapists;
- specialist teachers;
- educational psychologists; and
- other external agencies where appropriate.

The school will consider professional advice and review provision where a pupil's needs change.

16. MONITORING AND REVIEW

The Accessibility Plan will be reviewed annually.

The review will consider:

- the needs of current pupils;
- pupils joining the school;
- pupils moving between year groups or phases;
- feedback from pupils and parents/carers;
- staff feedback;
- accessibility of the curriculum;
- accessibility of the physical environment;
- access to information;
- reasonable adjustments currently in place;
- any new guidance or statutory requirements; and
- progress against the action plan.

The plan may be updated at any point during the three-year period where a new or changing need is identified.

17. ACCESSIBILITY ACTION PLAN 2026–2029

Objective	Actions	Intended Outcome	Timescale	Responsibility
Ensure the curriculum is accessible to all pupils	Identify barriers to learning and implement reasonable adjustments. Review teaching approaches, resources, communication systems and methods of recording.	Disabled pupils can access the curriculum and participate meaningfully in learning.	Ongoing	Class Teachers / SENCO / Subject Leaders
Ensure reasonable adjustments are identified and reviewed	Maintain an individual overview of agreed adjustments for pupils who require them. Review adjustments when needs change.	Adjustments are appropriate, understood by staff and consistently implemented.	Ongoing	SENCO / Class Teachers
Improve staff knowledge and confidence	Provide relevant CPD and specialist training based on the needs of pupils currently attending the school.	Staff feel confident and competent in supporting disabled pupils.	Annually / as required	SENCO / SLT
Ensure assessment is accessible	Consider reasonable adjustments to assessment, including presentation, timing, environment, recording and use of equipment where appropriate.	Pupils can demonstrate their knowledge and understanding without unnecessary barriers.	Ongoing	Class Teachers / SENCO
Promote disability equality and inclusion	Include disability awareness within assemblies, curriculum opportunities, staff CPD and wider school life.	Increased awareness, understanding and respect across the school community.	Annually / ongoing	SLT / SENCO / Class Teachers

	Celebrate difference and promote positive attitudes.			
Ensure the physical environment remains accessible	Review accessibility as part of health and safety and premises monitoring. Identify and address barriers as they arise.	The physical environment supports safe and equitable access for disabled pupils.	Annual review / ongoing	Site Manager / SLT / Trust
Ensure educational visits and activities are accessible	Consider accessibility and reasonable adjustments when planning trips, residential, clubs and whole-school events.	Disabled pupils are enabled to participate in the wider life of the school.	Ongoing	Trip Leaders / Class Teachers / SENCO
Strengthen pupil and parent voice	Seek feedback from pupils and parents/carers about accessibility and the effectiveness of adjustments.	Accessibility decisions reflect the experiences and needs of pupils and families.	Annually / as required	SENCO / SLT
Ensure effective transition arrangements	Identify accessibility needs early and share relevant information with receiving staff and settings	Pupils experience a smooth and well-supported transition.	Ongoing	SENCO / Class Teachers / SLT
Monitor the impact of the Accessibility Plan	Review progress against actions annually and amend priorities in response to changing needs.	The Accessibility Plan remains relevant, active and responsive to pupil needs	Annually	SLT / SENCO / Governors

18. REVIEW OF THE PLAN

This Accessibility Plan covers the period September 2026 to September 2029.

It will be reviewed annually and updated where necessary.

The school will take account of:

- changes in the needs of pupils;
- new pupils joining the school;
- feedback from pupils and families;
- staff feedback;
- changes to the physical environment;
- changes to curriculum or provision;
- relevant statutory requirements and guidance; and
- progress against identified actions.

The plan will be made available through the school's usual policy arrangements and will form part of the school's wider SEND and equality information.

Date of next review: September 2027