



The
Pope Francis Catholic
Multi Academy Company

ACCESSIBILITY PLAN

St Joseph's Catholic Primary School
Carterton



POLICY INFORMATION SHEET	
Title	ACCESSIBILITY PLAN
Source	NATIONAL COLLEGE
Document Owner	HEAD OF INCLUSION
Approval Level	PFMAC PEOPLE AND GOVERNANCE
Statutory / Non-Statutory	STATUTORY
Required on school websites	YES
Review Date	March 2027

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Statement of intent

This plan outlines how The Pope Francis Multi-Academy Company (PFMAC) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the local governing board and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and local governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit at least every 3 years. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	To proactively identify all pupils who may require additional or alternative provision	<p>Engage collaboratively with nursery providers, the Early Years Special Needs Inclusion Teacher, and parents to ensure a comprehensive understanding of the needs of children entering the Early Years Foundation Stage.</p> <p>Maintain effective communication with previous educational settings and parents to support pupils joining through in-year transfers.</p> <p>Develop and implement detailed provision maps for each year group to ensure targeted and cohesive support.</p> <p>Design and maintain personalised provision maps for pupils with Education, Health and Care Plans (EHCPs) to address individual needs with precision.</p>	FC / EH	<p>Annually</p> <p>Termly</p> <p>As required</p>	Transition arrangements are in place before September start. The SENCo liaises with nursery/feeder settings to gather information about children with SEND Children who have SEND in any year group are identified quickly and ADPR cycle can begin	
	To ambitiously enhance the skills and confidence of all staff in effectively differentiating the curriculum	<p>Ensure a comprehensive and supportive induction process for new staff and Early Career Teachers (ECTs), with a clear focus on identifying and addressing individual professional development needs.</p> <p>Provide targeted, high-quality training for staff to strengthen expertise in identifying and effectively teaching pupils with specific learning difficulties.</p>	BM/ FC	<p>As required</p> <p>Annually</p>	To narrow any gap in attainment between specific groups and their peers	

<p>Medium term</p>	<p>To promote inclusion and positive attitudes toward disability</p>	<p>Ensure assembly planning reflects themes such as Odds SOcks Day, incorporating recognition of National Neurodiversity Week to celebrate diversity and promote understanding.</p> <p>Embed inclusive, cross-curricular learning opportunities linked to relevant national and international events (e.g. the Paralympic Games), while ensuring full and equitable participation in all aspects of school life, including activities such as sports day and swimming lessons.</p>	<p>BM/ FC/ MD (PE Lead)</p>	<p>As required</p>	<p>Encourage pupils to critically reflect upon and challenge preconceived notions of disability.</p> <p>Support pupils in developing a nuanced understanding of both the similarities and differences in the lived experiences of individuals with disabilities.</p>	
<p>Long term</p>	<p>To strategically analyse and identify trends in attainment and progress across the school</p>	<p>Analyse attainment data on a termly basis to identify gaps and trends in progress, informed by structured pupil progress meetings with class teachers and key curriculum leads (e.g. English).</p>	<p>BM/ FC</p>	<p>Termly</p>	<p>Ensure that any disparities between specific groups and their peers are systematically reduced, so that no pupil is disadvantaged.</p> <p>Implement targeted actions where gaps are identified, with rigorous evaluation of their impact to secure measurable improvement.</p>	

5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	For pupils with medical needs to be fully supported in the school environment	To review Administration of Medicine policy To ensure that school procedures are updated to include any changes in the policy For updates and information to be shared with all staff Liaise with prescribing agencies to share care for pupils who use controlled substances	BM FC EH	Ongoing	All staff receive training	
	To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are met	To create access plans for individual disabilities as required Be aware of staff, governor’s and parent’s access needs and meet as appropriate Through questions and discussions find out the access needs of parents	BM FC EH	Ongoing	All children with disabilities will have bespoke access plans in place	
	All pupils with mobility issues can be safely evacuated	All personal emergency care plans (PEEPs) are in place and up to date, and that all staff are aware	BM FC EH	Ongoing	All fire drills are successful and children are evacuated efficiently	

	<p>To ensure that the physical environment remains attractive, engaging, and equitably accessible to all, supporting fair physical access for every individual</p>	<ul style="list-style-type: none"> • The school will give due consideration to the needs of pupils, staff, and visitors with physical disabilities and sensory impairments when planning and implementing any future developments or improvements. • Such considerations will include, but are not limited to, enhanced access arrangements, appropriate lighting, inclusive colour schemes, and the provision of accessible facilities and fittings. 	<p>BM FC EH</p>	<p>Ongoing</p>	<p>The school will be an inclusive and accessible environment where all can have fair access and benefit from from whole school provision.</p>	
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6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Review information to parents/carers to ensure it is accessible.	<p>Liaise with external professionals to provide information to pupils with a disability as appropriate. This may include using simple language, pictures instead of text, braille, large print or audio</p>	School Office/ all staff	<u>Throughout the year</u>	All parents/carers receive information in a form that they can access.	
		<p>Meetings with parents/carers include a mixture of communication methods.</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired. Increase the variety of ways parents/carers can access communication from school e.g. text messages, twitter updates and school Facebook page</p>	School Office		All parents/carers receive the necessary support in completing forms and accessing information.	
			Headteacher/ Website manager		All parents/carers understand what are the headlines of the school information	

Medium term	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Headteacher	<u>Ongoing</u>	Staff feel confident to produce their own information/ documents that follow the	
Long term	Annual review information to be as accessible as possible	Develop child friendly Profile review formats	SENDCo	<u>Autumn Term</u>	Staff are more aware of pupils preferred method of communications and use these in class	

7. Monitoring and review

This plan will be reviewed at least every 3 years by the governing board and headteacher. The next scheduled review date for this plan is [date](#). Any changes to this plan will be communicated to all staff members and relevant stakeholders.