



Sr. Francis Xavier Catholic Primary School

Accessibility Plan

Approved by: C.A.Cullen

Date: July 2025

Last reviewed: July 2025

Next review due by: July 2027

Accessibility Plan

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St. Francis Xavier is an inclusive catholic community that is guided by the Gospel values that are expressed in our school aims and mission statement. These aims promote inclusive education in its widest sense in all areas of school life.

Providing for pupils with Special Educational Needs and Disabilities (SEND) is just one way in which St. Francis Xavier promotes and supports inclusion. We believe that each child is unique, being created in God's own likeness, each with his/her own gifts and talents.

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.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 and epilepsy.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Please see below for our action plan in accordance with the Equality Act 2010.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Targets	Current good practice	Actions to be taken/strategies	Person responsible	Date to complete actions by	Success criteria
To ensure that lessons provide opportunities for ALL pupils to achieve.	<i>Our school offers an adapted curriculum for all pupils.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum progress is tracked for all pupils, including those with SEND.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Children to work in a variety of ways – individuals, pairs, group and whole class. Effective deployment of staff to support specific needs by carrying out tailored intervention programs. Whole staff training on how to meet the needs of children with SEND. Ensure that information is presented in a way that meets the needs of children with specific difficulties. Ensure that strategies/interventions recommended by external agencies are implemented correctly. Ensure that equipment provided by outside agencies is used correctly and that staff receive adequate training.	SENDCo SLT Class Teachers Support Staff	Ongoing throughout the life of the plan.	Resources are targeted more efficiently. Children achieve or exceed their individual targets. When lessons are monitored, SENCo/SLT can identify that strategies outlined in this plan are in place.

To ensure effective communication and engagement with parents.	<i>Parents are invited to Parents Evening once a term with their child's class teacher.</i> <i>All parents of SEND children are invited to a termly meeting with the class teacher and/or SENDCo to review their child's Individual Learning Plan.</i> <i>SENDCo has an open-door policy and parents are free to arrange additional appointments with the SENDCo to discuss their child's needs.</i> <i>Parents are invited to Annual Reviews and for feedback of their views if their child has an EHCP.</i>	Parent survey to be sent out termly to gain parents views and feedback so we can continually strive for excellence. Invite Parents to a SEND Parent workshop to share our practice, useful strategies and pedagogy. Hold a SEND Parent Coffee morning/ drop-in session for parents to chat with SENDCo and others. Effective signposting to additional support agencies for SEND parents.	SENDCo	Time allocated	Termly meetings Written report comment with/to parents/carers Parent workshops Parent surveys
To ensure all training for staff on increasing access to the curriculum for all pupils is current and up to date and look for further tailored CPD opportunities.	<i>SEND staff meetings and update training is held regularly in school.</i> <i>1:1 meetings between Teachers/TA's and the SENDCo to review strategies being used and discuss next steps in ensuring the needs of all SEND pupils are being met.</i> <i>CPD for new staff and ECT's on the expectations within our school for our SEND pupils.</i> <i>A selection of support staff are trained in Precision Teaching.</i>	All staff to hold up to date epi-pen and asthma training. Training for staff on emotion coaching and restorative approaches. Staff to complete refresher training updates in Positive Handling before the expiry of current cycle. Continued feedback from staff through staff surveys on further training and CPD they would find beneficial. Training opportunities from external agencies e.g., SEMH, MHST, Autism Outreach etc.	SLT / SENDCo/ School nurse/ External agencies	Training time TA time allocated	EpiPen training Training to support SEMH needs from SEMH Advisory Teacher Precision teaching training for TAs Access to courses on line Key Staff to access Positive handling training and training updated for trained staff when needed

	<i>All staff are trained on scaffolding and adaptation of the curriculum to ensure all pupils can access a broad, balanced, and ambitious curriculum.</i> <i>1:1 support staff with experience in specific SEND needs are in place for pupils who need 1:1 support.</i>				SENCo to deliver staff meeting – termly
To increase the effectiveness of resources used to increase access to the curriculum for all pupils.	<i>Our support staff are strategically deployed to ensure the right level of support is in place in every classroom.</i> <i>An intervention timetable is set up for each class to ensure extra support is in place where needed.</i> <i>Visual timetables, Now and Next boards are in place for children who need routine and structure.</i> <i>Lessons are scaffolded using concrete resources, visuals and resources such as key vocabulary word banks to ensure all children can access the curriculum.</i> <i>Sensory Resources are available to children who need them e.g., ear defenders, fidget toys, chew buddies, wobble cushions etc.</i> <i>Our school sensory room is used by children for quiet or sensory time.</i>	Sharing of good practice between support staff, using areas of expertise. Effective feedback from support staff to class teachers. Audit of SEND resources to ensure new resources can be purchased and updated. Review the resources being used to evaluate their effectiveness and adapt where necessary. Rigorous monitoring of scaffolding and adaptation across the school to ensure all resources are effective and to provide further CPD where necessary. Assistive technology to be used as a tool to help children access the curriculum e.g., typing or dictating work instead of writing where writing is not the focus, watching learning videos as a supportive tool, use of reading pens to support reading activities, dual coding as part of a total communication environment etc.	SENDCo/ SLT	Time allocated	Strategic deployment of support staff Interventions for each class planned on weekly timetable Use of assistive technology More concrete resources purchased SENCo to lead staff meeting regarding use of resources.

	<i>Sensory breaks are accommodated for children who need them- e.g., SLT office for quiet time to cuddle a teddy, mindful colouring, hall for some space to walk/run/re-regulate etc.</i>				
Appropriate use of specialised equipment to benefit individual pupils and staff	<i>Where specialized equipment is in place, this is being used effectively by the staff responsible.</i> <i>Specialised equipment used is suitable to the needs of the children who are using it.</i> <i>Specific staff (both teaching and support) take responsibility for specialized equipment.</i>	Training, where appropriate, on the use of specialized equipment. Appropriate use of specialized equipment to benefit individual pupils and staff. Rigorous monitoring to ensure specialized equipment is being used effectively. Pupil Voice- gain pupil feedback on equipment used to gain clarification of how effective it is to individual pupils.	SENDCo	Ongoing	Appropriate use of specialized equipment to benefit individual pupils and staff Children allocated specialist equipment have access to them daily and staff are ensuring they are being used correctly and safely

To improve and maintain access to the physical environment.	<i>Our school environment is adapted/ and can be adapted to the needs of our pupils as required.</i>	To review existing Education, Health and Care Plans (EHCP) annually for pupils with disabilities and adapt/extend provision where required. To seek support from external agencies as and when appropriate.	SENDCo Site Manager SLT Safeguarding Lead	Ongoing throughout the life of the plan.	Provision for all pupils will be outstanding and meet their needs.
To improve access to outdoor activities on site for pupils with wheelchair or other mobility issues.	<i>Our school currently has the following adaptations:</i> • <i>Large corridor width</i> • <i>Disabled parking space at the front of school</i> • <i>Disabled toilets and changing facilities</i> • <i>Ramp in the school hall to get from the upper level to the lower level.</i> • <i>Ramp outside the KS1 entrance to provide an alternative access route for wheelchair users.</i> <i>School is accessible in most areas to most wheelchair users with the use of a ramp.</i>	Reviews with Class Teachers, parents and support staff.			Our school continues to be as accessible as possible to wheelchair users.

To improve the delivery of information to pupils with a Special Educational Need and/or Disability (SEND).	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • <i>Large print resources are available when necessary</i> • <i>A Total Communication Environment including the use of pictorial and symbolic representations around school</i> • <i>Some Makaton signing</i>	Whole staff training on how to meet the Speech and Language needs of children with SEND. A Total Communication approach will be used around school including consistent use of visual supports using Widgets. Develop our use of ALDs and communication books to communicate more effectively with our children with SEN. To increase the use of basic Makaton signs throughout our school.	All members of staff	Ongoing throughout the life of the plan.	School will be able to successfully deliver information in a number of ways as outlined in our strategies.
All children to be able to take part in school visits, out of school activities and after school clubs, regardless of their Special Educational Need or Disability (SEND).	<i>All children are invited on residential trips and necessary adaptations are made after reviewing the risk assessment.</i> <i>All pupils are invited on all school trips and off-site activities. The necessary adaptations are put in place after review of risk assessment.</i> <i>A variety of after school clubs take place- sports, science, choir and art which are open to all pupils and the necessary adaptations are made.</i> <i>All leading staff on school trips</i>	Thorough risk assessments to be carried out for all visits. School to ask for input from external agencies where appropriate. All out of school activities and after school clubs are accessible to all pupils and adequate support is in place when needed. All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT which includes Safeguarding Leads SENDCo Class Teachers Trip organisers	Ongoing throughout the life of the plan.	All children will participate in school visits. Reasonable adjustments are made Necessary resources are allocated Leading staff have the correct training

	<i>have completed the Educational Visits Lead training which includes reasonable adjustments.</i> <i>When planning visits, visit leads complete additional risk assessments which address all of the reasonable adjustments that will be put into place for SEND children.</i>				
To successfully support pupils and families with SEMH needs.	<i>School have members of staff with significant training in SEMH needs. These staff are able to signpost pupils and parents to the necessary support.</i> <i>School has a Senior Mental Health Lead in post.</i> <i>School has access to a Specialist Advisory Teacher for SEMH.</i> <i>School has access to the MHST.</i>	Staff training on Restorative Approaches and Emotion Coaching Training. Increase staff awareness of organisations that can provide support and help to those with SEMH needs. Review and develop SEMH provision currently in place. Continue the good working relationship with our Specialist Advisory Teacher for SEMH. Utilise the expertise of the EMHP to support parents and families.	SENDCo Safeguarding Lead Class Teachers	Ongoing throughout the life of the plan.	Pupils and families with SEMH needs will feel supported and will have access to the necessary provision they need.
Pupil interviews to take place to ascertain their views in how provision to suit their needs could be developed.	<i>Informal check ins with SEND pupils- children are happy in school and can talk about the different provisions that support them in school, they also report that they feel safe in school.</i>	On-line survey to be created and children to complete.	SENDCo	Interviews to be carried out during Spring term as part of the monitoring cycle.	Everyone in the school community will have access to relevant information.

School behaviour policy and other whole school policies to be reviewed to ensure the needs of all pupils with SEND are met and accommodated for.	<i>Current SEND Policy/ SEND information report in place to ensure that the needs of all pupils are met and that parents are aware of how school can meet their child's needs.</i> <i>Informal adaptations are made to the behaviour policy for those children with SEND.</i>	Continued development of a range of inclusion strategies involving multi-agency approaches. Incorporate advice/strategies from external agencies on how to effectively manage the behaviour of those children with SEND.	SLT SENDCo	Ongoing throughout the life of the plan.	Our school policies will consider the needs of all children here at St. Francis Xavier. There will be sufficient strategies put in place to ensure the needs of all children are met and that exclusion would be the last resort. Rewards and sanctions will be individualised for those children with SEND.
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by our Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special Educational Needs (SEN) information report