

St Katharine's C of E Primary School: Accessibility Plan 2026 – 2027



Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, perspective pupils, with a disability, medical condition or other access needs. Provision may include; liaison with specialists, CPD for staff, a differentiated / adjusted curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teacher assistants and access arrangements in place for statutory testing.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	timescale	Responsibilities	Success Criteria
To ensure strong liaison with pre-school providers at transition point 1, into our school. Add disability as an explicit point of enquiry as well as SEND.	To identify who may need adapted or additional provision. Ensure proper scrutiny of transition information (forms) and follow up with nursery providers and parents where needed.	Summer term each year	Principal, EYFS lead and SENDCo	Provision is in place in advance of children's arrival to school. Record of pre-school liaison Record of parent liaison
Ensure strong liaison with previous school setting when a pupil moves from another school setting. Add disability as an explicit point of enquiry as well as SEND.	To identify who may need adapted or additional provision. Ensure proper scrutiny of transition information (forms) and follow up with transfer setting and parents where needed.	At point of application	Principal and admin officer (SENDCo when concerns are raised).	Provision is in place in advance of children's arrival to school.
Review policies to ensure that they reflect inclusive practices and procedures	To comply with the Equality Act 2010	Ongoing. All policies already in place to be reviewed by July 26	Principal, Academy Council	All policies clearly reflect inclusive practice and procedures
To maintain close liaison with parents	Use SEND cycle and 3 x yearly meetings to formally review and record pupil experience of school from a parent perspective and take action in the form of support needs and targets	Meetings held 3 x yearly. See SEND processes	Principal, SENDCo and class teachers	Parental involvement in SEND reviews and 3 x yearly meetings. Parental involvement is fully recorded.
To maintain close liaison with outside agencies	To ensure collaboration between all key personnel in support of children with additional needs and disabilities	See SEND processes	Principal, SENDCo	Evidence of involvement of outside agencies where appropriate

		All records kept electronically on SEND sharepoint.		Evidence in SEND pupil plans /class action plans/provision maps of staff seeking and following specialist advice All records kept electronically on staff/SEND SharePoint.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential visits as well as extra-curricular provision	Create personalised risk assessments, access tailored behaviour plans and social stories for key children when required. Liaise with external agencies, identifying training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out. Equality a key consideration when planning trips – EAT equalities form (new 2025).	Individual risk assessment in place when required these are considered when writing EVOLVE risk assessments etc. PEEPs to be put in place when required.	Principal, SENDCo	Documentary evidence in place (when required) Evidence of reasonable adjustments e.g 1:1 support in place, adaptations to site and/or buildings, scaffolding in curriculum etc. Parents and children fully involved in plans and contribute to their construction.

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment to ensure that where possible accessibility barriers are removed or managed.	The school will take into account the needs of pupils with physical difficulties and or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. Ensure good house keeping so that corridors and teaching spaces are kept tidy and easy to navigate. All classrooms adhere to low visual stimulus colour schemes and display principals. Classroom and corridor boards are hessian backed. Classrooms are calm and orderly spaces.	<i>Additional fire escape door fitted in KS2 March 2021 reduces congestion in the UKS2 corridor.</i> Disabled parking bay re-installed (post lock down) to the area directly outside of the school. Chestnut Class extension (August 23) ensures that all classrooms are fit for purpose and adequately accommodate 30 pupils.	Principal, SENDCo, SBM All teachers	Evidence that appropriate considerations have been made Adjustments to buildings and furniture ensure that physical barriers are reduced / eliminated. School is calm, orderly and low-stimulus for all children.

Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing when required	ongoing	SLT, teachers, admin team and SENCO	Evidence that appropriate considerations and reasonable adjustment have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying access requirements of parents and make reasonable adjustments where possible	ongoing	Principal, admin officer, SBM	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.