**Accessibility Plan Template for St Ralph Sherwin Catholic Academies**

**2025-2026 Accessibility Plan**

**Name of Academy:** St Mary’s Catholic Voluntary Academy, Glossop

**Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.**

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| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
| All school visits and trips to be accessible to all children. | Ensure venues and means of transport are vetted for suitability | All children are able to access all school trips and take part in a range of activities. | On going as required | Class teacher/SLT/Inclusion Lead |
| Ensure children with a disability can participate in residential e.g. Whitehall |
| Increase access to the curriculum for children with a disability | All children have access to a broad and balanced curriculum delivered through quality first teaching and personalised learning. The curriculum is reviewed to ensure all children make progress towards challenging objectives | Subject leaders include adaptations to the half termly subject learning plans. | October 2025  January 2026  Feb 2026  April 2026  June 2026 | Subject Leaders/SENCo |
| Review all statutory policies to ensure that they reflect inclusive practice and procedures | To comply with the Equality Act 2010 |
| To liaise with other nursery providers to review potential intake for September | To identify children who may need additional to or different from provision for September intake | Procedures in place if support is identified | May 2026 | SENCo/ EYFS Lead |
| Identify children requiring SEND provision and additional support | Provision identified as early as possible in child’s school career. | Appropriate provision to meet these children’s needs will be provided. | September 2025 | SENCo/Class teacher |
| To take into account different learning styles when teaching | Access to technology and multisensory activities. | Teachers use adaptive teaching strategies to enable all children to access learning eg use different ways to record | September 2025 and as required. | Class teacher |
| Teachers and support staff develop skills to deal with children who have specific disabilities | Specific training for new and existing staff relating to disabilities. | Staff attend external/internal training courses/meetings. Staff have a greater understanding of disability issues. | Termly training for TA  and Teaching staff.  Specific training to be arranged when required. | SENCo/Class teacher/SLT |
| Continue to ensure Real PE scheme is accessible to all children. | Match adapted PE curriculum to the needs of individual child. | All children have access to PE and are able to excel, for example via support from an adult or adapted curriculum suggestions in scheme. | Termly according to needs. | PE Lead |
| Ensure computing development includes resources for children with disabilities | Any new computing facilities to include resources for children with disabilities | All children to be able to access the computing curriculum. | September 2025 | Computing Lead |
| To monitor attainment of all pupils (including SEND and gifted and talented children) | Progress in made from their starting point. Teachers have ambitious expectations. | All children making at least expected progress | Termly Pupil progress meetings | SLT/Class Teacher |
| Ensuring that children with a disability, are pupil premium or EAL are represented within the school | Identify children for leadership roles | Children are chosen/elected to lead their peers e.g. liturgy teams, house captains, school council | September 2025 | Class teacher/ SLT |

**Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.**

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| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
| To be aware of the access needs of disabled children, staff, governors and parents/carers | Ensure the school staff and governors are aware of access issues (access meaning ‘access to’ and ‘access from’) | Annual staff training | Annually in September | SLT |
| Create access plans for children with disabilities as part of the SEND process and school admissions. | SEND objectives are in place for children with disabilities and all staff are aware of their needs. | At admission- then reviewed during first week of each term. | Class teacher and Inclusion Lead |
| Ensure Staff and governors can access areas of school used for meetings | Staff and governors are confident that their needs are met. | September 2022 and before each Governor’s meeting. | SLT |
| Weekly reminder to all parents through the bulletin to let us know if they have problems accessing the school building. | Parents have access to areas of the school. Clear collaborative working approach. | Weekly reminder on newsletter then monitored to ensure any new needs are met | SLT/Office Administrator |
| Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (child or adult) becomes physically impaired | A risk assessment is in place before a child or adult returns to school following a physical impairment | As required | SLT/Office Administrator |
| Maintain safety for visually impaired people | Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges | Visually impaired people feel safe in the school grounds. Yellow edges and flashing beacons to be monitored throughout the school year. | September, and as new children join the school throughout the year | Site Manager |
| Check exterior lighting is working on a regular basis | Site Manager |
| Put black/yellow hazard tape on poles at the end of play equipment to help visually impaired children, if appropriate | Class Teacher/Inclusion Lead |
| Check flashing beacons that signal fire alarm activation regularly | Site Manager/Class teacher |
| Ensure there are enough fire exits around the school that are suitable for people with a disability | Ensure all staff are aware of the need to keep fire exits clear | Any children, staff and visitors with a disability have safe exits from school. | Daily | Site Manager/Class teacher/SLT |
| Accessible car parking | Ensure staff and visitors with a disability have a place to park near the entrance to the school. | There is a disabled parking space available for staff and visitors with a disability throughout the school day. | July 2025  Daily | Office Administrator |
| The gate into the playground can be opened to allow people with mobility issues/wheel chairs to access the main school building. |
| Ensure children with a disability can take part equally in lunchtime and after school activities | Discuss with staff who run clubs after school. Support would need to be available. | Children with a disability feel that they can participate in out of school clubs. | As required | SENCo/Class teacher |
| Ensure support staff have specific training in disability issues | Identify training needs at regular meetings | Raised confidence with staff | As required | SENCo/Class teacher |
| Ensure children with a disability can move from classrooms to the hall | Make sure the corridors/steps leading up to the hall are clear from obstructions. Stairs are kept clean, tidy and free from obstruction at all times. | Children with a disability can travel around the school safely. | Ongoing | SENCo/Class teacher |

**Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

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| Targets | Strategies to Implement | Expected Outcome / Impact | Timeframe | Responsibility |
| To ensure there is clear signage in place for visually impaired, autistic or epileptic children or adults | Large signs in place that are clear to understand | Children and parents would be able to find their way around our school. | July 2025 | Office Administrator |
| Make information accessible to children (and parents) with disabilities | Liaise with the Trust Computing advisor | Children with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats. | As required | SLT |
| To ensure all children with ASD have access to the curriculum | Regular communication with parents. Individual multi-sensory teaching strategies used for ASD children | ASD children are able to access the curriculum. | Termly parent’s meetings and on going monitoring. | Class teacher |
| To review children’s SEND records ensuring school awareness of any disabilities | Information is collected about and new children. Records are passed up to each class teacher. | Each teacher/staff member is aware of disabilities of children in their classes. | September 2025 | Class teacher |
| Vision impaired children are able to access classroom resources | Apps such a Zoom for children with a visual impairment to share the class teachers’ computer screen. | Children who are vision impaired are able to access the curriculum fully. | Ongoing | Class teacher and SENCO |
| Liaise with Sensory Support Service to consider the best technology available. |
| Hearing impaired children are able to access resources | Liaise with Hearing support staff to ensure best technology is available. | Children who are hearing impaired are able to access the curriculum fully. | Ongoing | Class teacher and SENCO |
| Ensure staff check that children are able to see them when they speak, and that any film clips used are subtitled where possible. |
| Support staff are trained to support and include children with vision and hearing impairment | Support staff to attend specialised training from Sensory Support as and when available. | Children with vision and hearing impairment will be able to access the curriculum fully. | As required | Class teacher and SENCO |

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| Ensure that Accessibility plan reflects current needs of the children, staff, governors and visitors. | Complete a yearly accessibility plan review. | Accessibility plan is current and up to date. | September 2025 | SLT/SENCO |