



St. Patrick's Catholic Primary School



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Accessibility Plan



Inspired by our love and faith in Jesus Christ, St. Patrick's school community will value the individuality and uniqueness of each person and provide a happy, safe and stimulating environment where all can learn and grow.

Cluster Executive Headteacher: Mr David Miller

Headteacher: Mr Paul Rogers

Chair of Governors: Mrs Helen Riddles

Date: September 2025

Date for Review: September 2028

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Accessibility Plan

At St. Patrick's Catholic Primary School, we are committed to equality. We will:

- Eliminate discrimination, harassment, victimisation and any other conduct that is contrary to our belief that each person is unique and special and prohibited by or under Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

With this in mind, this Accessibility Plan has been drawn up. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

The Accessibility Plan will, over time and in line with changing needs:

- Improve awareness of equality and inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils, with or without a disability, are prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

This policy complies with our funding agreement and articles of association.

Aim: To increase the extent to which pupils with disabilities can participate in the school curriculum.

Aim	Actions	Timescale	Person Responsible	Success Criteria
<p>All pupils with SEN and/or disabilities are well supported.</p>	<p>Careful transition of information between classes and settings, including discussions with parents and professionals, support plans, healthcare plans, assessment information and specialist reports.</p> <p>Based on the information provided, ensure appropriate adjustments are made, to enable pupils with additional needs to access the curriculum.</p> <p>Based on needs and information provided by parents and specialists, ensure appropriate plans are in place to support pupils.</p>	<p>Ongoing</p>	<p>SLT SENDCo</p>	<p>Good progress is made in relation to planned for outcomes for those with additional needs.</p> <p>Where this is not the case, further actions are taken, in an appropriate timeframe.</p>
<p>Policies reflect the needs of all children with SEND and comply with the Equality Act 2010.</p>	<p>Check that all policies e.g. admissions, behaviour, evacuation (PEEPs) and homework policies, meet the needs of all children with SEND.</p>	<p>Immediate and ongoing.</p>	<p>SLT SENDCo</p>	<p>Policies will be inclusive of all pupils, including those with additional needs and disabilities.</p>
<p>Staff training is up-to-date for children with medical needs.</p>	<p>Staff to be aware of any medical needs within the school and trained appropriately. This includes teachers, teaching assistants and lunchtime supervisors.</p>	<p>As required</p>	<p>SLT</p>	<p>Staff are suitably trained and well-supported, to ensure the needs of pupils with medical needs are fully met.</p>
<p>Resources and teaching styles support the needs of all children with SEND.</p>	<p>Consider the use of ICT aids to help children who may find it difficult to read/write. Include the VAK model in lessons to create an inclusive classroom, for various types of learners (visual, auditory, and kinaesthetic).</p>	<p>Ongoing</p>	<p>SLT SENDCo</p>	<p>Classrooms will be appropriately resourced to meet the needs of all pupils.</p> <p>Planning shows that a variety of teaching styles are employed.</p>
<p>Pupils with SEND are involved in all parts of</p>	<p>Provide opportunities for all children to be able to respond at their own level, in all parts of lessons.</p>	<p>Ongoing</p>	<p>SLT</p>	<p>Lesson observations and pupil voice.</p>

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the lesson to heighten engagement, progress and self-esteem.	Provide tasks suitable to their current level of attainment, allowing them to make accelerated progress in relation to key skills and knowledge, and identified goals.			
The SEND register is maintained and linked to key documents.	SENDCo to discuss any updates in the children who are being added/take off the SEN register with teaching staff. Staff members to report their concerns ASAP to ensure the child gets the help that they need. SENDCo maintains SEND register. SEND register is monitored regularly, by Trust.	Termly	SENDCo	SEND register is up-to-date and facilitates monitoring of provision.
All pupils with SEND make progress.	Monitor and review all plans on a termly basis. Ensure pupil/parent voice is included in progress meetings.	Ongoing	SENDCo	Support Plans, and book scrutiny show good progress is made. Support plans reflect pupil and parent voice.
Pupils with SEND access extra-curricular provision, at similar levels to other pupils.	Monitor attendance.	Half-Termly	SLT	Attendance of SEND pupils is well-represented in relation to extracurricular activities.
Progress is reviewed in conjunction with SEND governor.	Annually review of progress against short/medium term plans, in conjunction with SEN governor.	Annually	SENDCO SEND Governor	SEND governor reports to Governing Committee.

Aim: To improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Aim	Actions	Timescale	Person Responsible	Success Criteria
The school environment is clean, tidy and well lit.	Make sure that the children are involved in keeping the school a clean, tidy and safe environment for all. Monitor helpfulness of signage, e.g. during fire drills.	Ongoing	EHT Caretaker	Learning walks show tidy environment with clear signage.
Signage is clear and helpful to those with needs and disabilities.	Consult advisors e.g. Profire for any advice needed in relation to the evacuation of those with learning and/or physical needs.		Health and Safety Governor	Fire Drill records show any barriers to evacuation and follow-up actions.

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Clear processes and routines support those with additional needs.	Teacher to follow timetables and sensitively notify vulnerable pupils and of any changes or disruptions to this. Use of visual timetables, where appropriate.	Ongoing	HT SENDCo	Pupils with needs and disabilities are clear about procedures and routines. Some have additional support, e.g. visual timetables.
All medications are accessible to facilitate administration in a timely manner and safeguard pupils.	Ensure that staff know where medications and healthcare plans are located and that they can access them in the timeframe given on the care plan.	Ongoing	HT	Staff and pupils are clear about how to access medications needed in a timely manner.
Risk assessments in place, to ensure accessibility for pupils with both short and long-term additional needs.	Parents or staff make SLT aware of any short, or longer-term barriers to accessibility. A risk assessment is carried out, where needed, and all reasonable adjustments are made to ensure accessibility.	As required	HT	Risk assessments are in place for those who require adjustments in order to access the school facilities
Evacuation procedures are up-to-date and all staff are aware of any personal emergency evacuation plans.	Ensure staff training is including in staff meeting schedule, in relation to emergency evacuation. PEEPs are shared with all staff members when they have been created.	Termly	HT	PEEPs are in place for pupils who require these. Staff and pupils are clear about procedures and evacuation of the building takes place within 2 minutes.
School engages the support of the inclusion service to monitor the accessibility of the building, in relation to pupils with physical disabilities, as appropriate.	Staff/parents to inform the school of any changes to mobility of children within the school. School to enlist the help of the inclusion service to ensure adequate support has been put into place.	As required	HT	Risk assessments are based on specialist advice, where appropriate.
All workplace risk assessments are carried out on a regular basis	Any information regarding risk assessments should be passed on to the Headteacher. A risk assessment will be created, where appropriate.	Annually	HT	Key workplace risk assessments are in place, where pupils with

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and consider pupils with disabilities.				disabilities have been considered.
All adaptations and improvements to the building are carried out, with current and future SEND in mind.	Ensure that all building and decorating works consider the needs of those with SEND.	As required	HT	All building work is carried out in a way that promotes accessibility.
Aim: To improve the accessibility of information to pupils with disabilities.				
Aim	Actions	Timescale	Person Responsible	Success Criteria
Visual timetables are in use, where needed.	All staff to ensure they have a visual timetable available for pupils who required this. Staff discuss any expected and unexpected changes to timetables with all pupils.	As required Ongoing	All teaching staff	Support plans and lesson observations/learning walks show that visual timetables are used where these are required.
Written information is easily accessible.	Internal signage is large and clear and includes pictorial representations. Signage is discussed regularly with pupils, to ensure they understand the meanings. Large print resources, pictorial or symbolic representations are used in classrooms, to help those with additional needs and disabilities access information. Where needed, auditory prompts are used to support learning e.g. through computer programmes, or the support of teachers, and teaching assistants (reading aloud written material, working in pairs or small group to support).	Ongoing	HT All teaching staff	Signage is clear and pupil voice shows that these messages are understood. Teachers' planning and classroom resources reflect the needs of pupils.
Timely actions are taken where pupils struggle to access written information.	Teachers are vigilant about monitoring pupils accessing written material. Where they seem to struggle, prompt actions are taken – check sufficient lighting in the environment, consider quality and	As required Ongoing	All teaching staff	Prompt and purposeful action is taken to eliminate barriers to access.

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	accessibility of the written material, carry out discussions with parents, sight checks, move pupils in class to positions that support access, Short Note and monitor, referrals, where appropriate.			
Pupils who struggle to concentrate on written material in the classroom situation are well supported.	Where it is helpful for pupils, ear defenders are available to use.	Ongoing	SENDCo All teaching staff	Ear defenders are used in classrooms, where pupils find these helpful.
Teachers are clear about how best to support pupils who struggle to access written information.	Regular review of progress. Discussions with parents, during parent/teacher meetings, and SEND review meetings. Involvement of specialists where advice and guidance are needed.	Termly As required	SENDCo All teaching staff	Support plans include actions to improve access to written information, where this is appropriate
Staff have easy access to information that ensures they have an up-to-date and clear picture of needs and disabilities.	Staff are trained in the use of the school's new MIS to ensure they are aware of needs and disabilities.	Half-termly	HT	Information system and SEND register reflect current needs and disabilities. Staff are clear about the needs and disabilities of pupils in their care.

Monitoring and Review

This policy will be reviewed by the LGC in September 2028.