



St Anne's Catholic Primary School

Accessibility Plan 2026-29



1. Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governors of St Anne's Catholic Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 has due regard to all relevant legislation and statutory guidance, including, but not limited to: Human Rights Act 1998; Equality Act 2010; The Special Educational Needs and Disability Regulations 2014; Education Act 1996 ; DfE Special Educational Needs and Disability Code of Practice 2015. This plan operates in conjunction with a number of other school policies which are all published on our website.

2. Our Key Aims

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

3. Roles and responsibilities

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

- Monitor recruitment procedures to ensure that persons 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.
- Monitor the implementation and impact of this plan.

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

- The parents/carers of pupils



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- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually by the SENDCo and lead SEND Governor to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment. The SENDCo, supported by the headteacher, will be responsible for:

- Ensuring the review and implementation of this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions and receive CPD when required.
- Consulting with external agencies to access support and advice when required.
- Working closely with pupils, parents, staff and the governing body to secure the best possible outcomes for children with additional needs, disability or medical condition.

All staff will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting pupils with additional needs, a disability or medical condition to access their environment and their education as fully as possible and to make reasonable adjustments when required.
- Ensuring their actions do not discriminate against any pupil as a result of their disability.

4. School context

St. Anne's Catholic Primary School is a mainstream, single-form school for children 4-11 years old. We are committed to providing a safe environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors. We are committed to adhering to the principles of the Equality Act 2010 with regard to develop a culture of inclusion, support and awareness within school.

5. Our curriculum

Children at St. Anne's access learning via the CUSP curriculum. The CUSP curriculum (which stands for Curriculum with Unity School Partnership) is an evidence-led, educational framework designed to improve pupil outcomes through structured, cumulative and research-informed learning. It is designed to activate prior learning, build skills and deepen knowledge.

The CUSP curriculum is underpinned by evidence-based pedagogy and cognitive science, and includes the use of: cognitive load theory, explicit vocabulary instruction, and spaced retrieval with interleaving. The curriculum is organised into modules and long-term sequences which clearly define substantive and disciplinary knowledge. Sequences build on prior learning, connect subjects and embed 'big ideas' that help pupils understand the world and develop critical thinking skills.

Each lesson includes knowledge strips, which highlight essential content and key vocabulary. Dual coding is often used to support the learning process. CUSP is an evidence-led curriculum which reports high levels of impact for pupils with SEND or those experiencing economic disadvantage.

Reasonable adaptations are made to our curriculum to support children with SEND, such as use of adaptive teaching, scaffolding and communication aids (e.g. Makaton, widget for choice boards).



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We seek advice and support from relevant professionals to ensure we have made adequate and reasonable adjustments and source staff training when required. Individual education plans support children with EHCPs and targeted learning plans or behaviour support plans help every child identified as needing input that is additional or different.

6. Access Audit

St. Anne's is a single storey building with the front and side access points accessed by ramp. There are no persons with physical impairments using the premises at the current time. All entrance points are flat or ramped. The front entrance has a double door. Access to the main playground is via steps with railings or a ramp. The school has a large car park with two accessible parking bays.

The school has internal emergency signage, showing escape routes. There is one accessible toilet next to the year 6 classroom. Noah's nest and Anne's ark are two external buildings used for breakfast and after-school club. These buildings are single-storey and are accessed via a small ramp.

Children who may experience difficulties with emergency evacuations have an individual risk assessment which is shared and reviewed during key transitions. All pupils can participate in extra-curricular activities and at lunch and break times, the Oasis is a space designated for the regulation of children who benefit from support with social interactions or self-regulation.

7. ACTION PLAN

Our key objective is to reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with a disability, medical condition or other access needs.

Aim 1: Curriculum

To increase the extent to which all pupils can participate in the school curriculum.

Aim 2: Physical environment

Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

Aim 3: Information

To improve the availability of accessible information to pupils with disabilities.



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8. AIM 1: Curriculum

Target	Action	Lead	Timescale	Outcome
The effective identification of children with additional needs, a disability or medical condition.	To identify pupils upon entry to our reception class who may need adapted or additional provision via early transition days, SENDCo observations at nursery settings and SENDCo meetings with families.	SENDCo – supported by Early Years Lead	April – July	Staff members are aware of needs and adapt provision accordingly.
	Early identification of pupils joining our school in years 1 to 6 who may need adapted or additional provision via a tour by the head, the SENDCo contacting previous placements and parents/carers, information collecting upon entry to school.	SENDCo – supported by headteacher, office staff and family support worker	Ongoing	As a result of early identification, children with additional needs flourish and make progress alongside their peers.
	To strengthen the school's identification pathway for both existing pupils and those new to school.	SENDCo	Ongoing implementation	Children quickly feel a sense of belonging, become familiar with new school routines and expectations. Provision and staffing in are place for when children start school.
Staff members have the skills to support pupils with SEND.	To identify CPD needs and provide access to courses and training as required. Ongoing guidance from external specialists. E.g. OT, SALT, school nurse, specialist teacher, Golden Hill School Outreach, educational psychologist.	SENDCo, supported by the headteacher and subject leaders	Ongoing	Staff members have the skills to support pupils with SEND. Increased access to the curriculum.



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Adaptations to the curriculum to meet the needs of individual learners.	CUSP curriculum implemented, which is under-pinned by evidence-based pedagogy and cognitive science. Reasonable adaptations made to ensure teaching meets the needs of all pupils. This may include scaffolding, and pre and post teaching intervention. Timetable adaptations in line with a child's needs, interests and aspirations which follow a graduated response. Specialist interventions as recommended by external agencies such as speech and language/OT.	SENDCo, subject leaders, all teaching staff	Ongoing	Needs of all learners met as evidenced in the progress made.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Effective use of laptops and ipads to support and enhance curriculum delivery. (Teaching staff: continuously reviewed) Equipment to be matched to need, which may include but not limited to: coloured overlays to support reading; larger pencils/ wedges to support grip, use of wobble cushions for regulation; sensory aids. (SENDCo, recommendations from external specialists: continuously reviewed)	SENDCo, supported by all teaching staff	Ongoing	Children with additional needs are able to flourish and make progress alongside their peers. Teaching staff use equipment to support need and enhance the curriculum.
School trips take into account pupils with SEND.	Needs of pupils with SEND or medical conditions are incorporated into the planning process. When required, risk assessments are put into place and share with relevant staff.	All teaching staff	Ongoing	Planning of school trips takes into account pupils with SEND.



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9. AIM 2: Physical environment

Target	Action	Lead	Timescale	Outcome
Maintain safe access for all pupils.	To respond to the needs of pupils with specific access arrangements, ensuring that access into and around school is fully compliant. To complete risk assessments or access plans for children with SEND or medical conditions as required. The site has two designated bays accessible parking, double front doors and all areas of the building can be accessed by ramp. To be fully compliant with Benedict's Law 2026.	SENDCo – supported by Headteacher & site manager. SENDCo – supported with information from parents/carers. Allergy Lead	Ongoing Ongoing From September 2026	School is fully accessible for wheelchair users. Pupils, staff and parents can move safely around school. Pupil or staff with access requirements can exit the building safely in an emergency. All staff are trained to deal with anaphylaxis. Key staff are paediatric first aid trained.
Provision of wheelchair accessible toilets.	Maintain wheelchair accessible toilets.	Site manager	Ongoing	School is fully accessible for wheelchair users.
Provide spaces for pupils with sensory sensitivities, spaces to regulate where possible.	Identified children benefit from access to a low stimulus environment – identify spaces to support children (quiet room in reception; Oasis for lunch and break times, adaptations made within classrooms e.g. use of tents/zoning areas)	SENDCo, supported by all teachers	Ongoing	Children with sensory sensitivities have spaces which support regulation.



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10. AIM 3: Information

Target	Action	Lead	Timescale	Outcome
Availability of written material in alternative formats.	Weekly newsletter and key information emailed to parents/carers. Key content on school website. Direct communication from Family Support Worker as required.	Headteacher Headteacher Family support worker	Weekly and as required	All parents/carers informed weekly.
Ensure documents are accessible and meet the needs of current pupils.	When required, to seek and act on advice from specialist teacher input, such as a visual impairment teacher.	SENDCo	When required	Pupils able to access all school information.

11. Review & monitoring

Accessibility plan created: September 2026 by SENDCo Hayley King
Monitoring cycle: termly meetings between SENDCo (Hayley King) & lead Governor (John Mills)
Accessibility plan to be reviewed and agreed by governing body: September 2029
Staff and governors to be updated of any interim changes/amendments.