



Accessibility Plan Template for St Ralph Sherwin Catholic Academies 2025-2026 Accessibility Plan

Name of Academy:

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

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. Ensure children with a disability can participate in residential. Eg, The Briars Develop guidance on making trips accessible including pre visit checklist specific to disability needs.	All children are able to access all school trips and take part in a range of activities.	Reviewed each term / school trip	Year Group Lead Class Teacher SLT
Ensure curriculum materials are accessible to all pupils	Audit current teaching materials for accessibility; provide digital/alternative formats (e.g., large print, audio, braille)	100% of materials available in accessible formats by [date]	Annual review	SENCO / Teachers
Provide targeted support for pupils with specific needs	Implement Individual Education Plans (IEPs) or Learning Support Plans for pupils with specific needs	IEPs in place for all pupils requiring them; academic progress tracked and reviewed	Reviewed termly	SENCO / Teachers
To enable smooth transitions.	Liaise with pre-school providers and other educational establishments and relevant professionals. Use of social stories, pupil passports and additional transition opportunities.	Children's mental and emotional wellbeing will not be impacted through moves within school.	Summer Term and before	SENCO / Year 6 teachers / FS2 Lead



Teacher and support staff develop skills to support children with specific needs and disabilities.	Specific training for new and existing staff.	Staff attend online, external and internal training opportunities. Staff have a great understanding of special needs and disabilities.	Ongoing	SENCO / SLT
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.	Annually	Computing Lead
Monitor attainment of all pupils (including SEND)	Progress is made from their starting points. Teachers have high expectations and aspirations for all.	All children making proportionate progress.	Termly	SLT / Class teacher



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.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Maintain access to the physical environment.	Remove barriers to movement and access Maintain ramps, lifts, handrails, automatic doors; check signage	All main ground floor areas of the academy are wheelchair accessible; clear directional signage in place.	Termly	Head
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 (to and from). Create access plans for children with disabilities as part of the SEND process and school admissions. Ensure staff, parents and governors can access areas of the school used for meetings. Annual reminder to all parents to let us know if they have problems accessing the school building. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared	Staff training – all staff are aware Access plans in place for children with a disability. All staff are aware of their needs. Stakeholders are confident that their needs are met. Parents have access to areas of the school. Parents feel valued and supported.	Annually At admission and reviewed termly. Ongoing Ongoing / September As required	SLT Class teacher / SENCO SLT SLT / Office staff



	and reviewed if someone as school becomes physical impaired.	A risk assessment is on place before a child returns to school following a physical impairment.		SLT / Office staff
Accessible car parking	<p>Ensure staff and visitors with a disability have a place to park near the school entrance.</p> <p>Gates / doors can be opened to allow people with mobility issues / wheelchairs to access the main school building.</p>	There is a disabled parking space available for staff and visitors.	Ongoing	Office manager
Ensure children with a disability can move from classroom to the hall and appropriate toilet.	Make sure steps / corridors are kept clear free from obstructions.	Children with a disability can travel around the school safely.	Ongoing	Class teacher / SENCO



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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To use advice from outside agency specialists, to ensure that our curriculum meets the needs of each individual child.	Adapting books/ worksheets/ texts to ensure that children with visual needs are able to access learning -Using advice from ASD/ visual support team following observations in class -Using a wide range of interventions to allow the student to access learning as much as possible in the classroom -Lesson observations to see how students with SEND are accessing learning in line with students without SEND	Students with SEND will have more confidence in their ability and will have strategies in place that will support learning to reach their potential	Ongoing	SLT / SENCO
To make written materials available in alternative / larger fonts.	Communicate in print. Whiteboard background colours considered. Font –size of text. Larger prints outs for children / staff or parents. Advice sort from relevant professionals.	All information is communicated and accessible.	Ongoing	All Staff
To all children with SEND have access to the curriculum.	Regular communication with parent. Individual multi – sensory teaching strategies used for pupils with SEND.	Children with SEND are able to access the curriculum.	Ongoing	Class teacher



Ensure classroom instructions are clear and accessible	Train staff in alternative communication methods (e.g., visual aids, Makaton, speech-to-text)	Pupil feedback and observations show improved understanding	Termly	SENCO / Teachers
Use technology to support access	Implement assistive technologies such as screen readers, text-to-speech software, and captioned videos	Disabled pupils can independently access learning materials	Ongoing	Trust IT team / SENCO