



Accessibility Plan

2026 – 2029

With Christ in our hearts, we live life to the full

At St Anne's Catholic Primary School, our Catholic faith is at the heart of everything we do. We believe that every child and every member of our school community is created in the image and likeness of God and is valued, respected and loved.

Our commitment to equality is rooted in the teachings of Jesus Christ and in our mission to ensure that every child has the opportunity to flourish spiritually, morally, socially, academically and personally. We seek to create a loving, welcoming and inclusive school community where everyone is treated with dignity and respect and where differences are recognised, valued and celebrated.

We are committed to ensuring that children with disabilities can participate fully in school life and have access to the same opportunities, experiences and education as their peers. We recognise that accessibility is not simply about physical access to the school building. It also includes access to learning, the curriculum, information, communication, activities and wider opportunities.

Our highly skilled and dedicated SENCO works closely with staff, children, parents and external professionals to identify barriers and ensure that appropriate support and reasonable adjustments are put in place. Teachers adapt the curriculum and their teaching to meet a wide range of needs and enable children to participate successfully in learning.

This plan sets out the actions St Anne's will take over the period 2026–2029 to improve accessibility for disabled children.

1. Statutory duties

This plan has been developed in accordance with Schedule 10 of the Equality Act 2010.

The school's accessibility plan aims to:

1. increase the extent to which disabled children can participate in the school's curriculum;
2. improve the physical environment of the school to increase the extent to which disabled children can take advantage of education, facilities and services provided by the school;
3. improve the delivery of information to disabled children in ways which are accessible to them.

The school will keep this plan under review and implement the actions identified within it. The plan will be formally reviewed on a three-year cycle, while individual actions will be reviewed throughout the period of the plan.

The Accessibility Plan should be read alongside the school's Equality Policy, SEND Policy, SEND Information Report, Safeguarding and Child Protection Policy, Behaviour Policy and School Development Plan.

2. Aim 1: Increase access to the curriculum

St Anne's will ensure that disabled children have appropriate and effective access to learning and are able to participate fully in the curriculum.

Priority	Actions	Responsibility	Timescale	Success criteria
1.1 Identify and respond to barriers to learning	The SENCO will work with teachers, support staff, children, parents/carers and external professionals to identify barriers to learning and participation and ensure appropriate provision and reasonable adjustments are put in place.	SENCO / Class Teachers	Ongoing	Barriers are identified early and appropriate support or adjustments are implemented and reviewed.
1.2 Continue to strengthen adaptive teaching	Continue to develop staff confidence and expertise in adapting teaching, resources, tasks, communication and the learning environment to meet individual needs.	SENCO / SLT / Teachers	2026–2029	Teachers consistently adapt provision so that disabled children can access learning and participate alongside their peers.
1.3 Ensure appropriate specialist support and equipment	Identify and review the use of specialist equipment, seating, sensory resources, assistive technology and other aids required to enable individual children to access learning. Seek advice from relevant professionals where appropriate.	SENCO / Teachers	Ongoing	Children have access to appropriate equipment and resources and these are reviewed for effectiveness.
1.4 Develop staff knowledge of individual needs	Ensure staff are provided with relevant information and training relating to individual children's disabilities and the adjustments required to support them effectively.	SENCO / SLT	Ongoing	Staff understand individual children's needs and consistently implement agreed strategies and adjustments.
1.5 Ensure participation in wider curriculum opportunities	Consider accessibility when planning educational visits, residential experiences, clubs, sporting activities, performances, worship and enrichment opportunities. Make reasonable adjustments where necessary.	SLT / Teachers / SENCO	Ongoing	Disabled children are able to participate in a wide range of curriculum and enrichment experiences with appropriate support and adjustments.
1.6 Support transition	Ensure accessibility needs are considered carefully when children join St Anne's, move between year groups or prepare for transition to secondary or specialist provision.	SENCO / Teachers / SLT	Ongoing	Transition arrangements identify and address accessibility needs, supporting children to move successfully between settings and stages.

Expected impact

Disabled children will be able to access learning and participate meaningfully in the full range of educational opportunities available at St Anne's. Teaching and provision will be adapted where necessary to reduce barriers and promote independence, participation and achievement.

3. Aim 2: Improve access to the physical environment

St Anne's will consider the accessibility of the physical environment and make reasonable adjustments where required to enable disabled children to access education, facilities and services.

Priority	Actions	Responsibility	Timescale	Success criteria
2.1 Regularly review physical accessibility	Review the accessibility of the school site, including classrooms, entrances, circulation routes, toilets, dining areas, playgrounds and other areas used by children.	Headteacher / Site Manager / SENCO	Annually	Accessibility issues are identified and appropriate actions are prioritised.
2.2 Respond to individual accessibility needs	Where a child's needs require changes to the physical environment, consider and implement reasonable adjustments wherever practicable.	Headteacher / SENCO / Site Manager	As required	Individual physical accessibility needs are addressed promptly and reasonable adjustments are implemented
2.3 Ensure safe access and emergency arrangements	Consider the needs of disabled children within emergency evacuation arrangements, fire procedures and individual risk assessments where appropriate.	Headteacher / SENCO / Site Manager	Ongoing	Emergency arrangements take account of individual accessibility needs and are communicated to relevant staff.
2.4 Consider accessibility when developing the school environment	Accessibility will be considered when purchasing furniture and equipment, making changes to classrooms or shared spaces and planning improvements to the school site.	SLT / Site Manager	Ongoing	Accessibility forms part of decision-making when changes to the physical environment are planned.
2.5 Ensure accessibility of extended provision and activities	Consider the accessibility of breakfast club, clubs, school events and activities taking place on the school premises.	SLT / Staff	Ongoing	Disabled children are able to access extended provision and school activities with reasonable adjustments where required

Expected impact

The physical environment will enable disabled children to move around school safely and access classrooms, facilities, activities and services as fully as possible. Where barriers exist, reasonable adjustments will be identified and implemented.

4. Aim 3: Improve access to information

St Anne's will ensure that information provided to children is accessible and, where necessary, provided in an appropriate alternative format or through an appropriate method of communication.

Priority	Actions	Responsibility	Timescale	Success criteria
3.1 Identify individual communication needs	The SENCO and teachers will identify where a child requires information to be presented differently because of a disability or sensory need.	SENCO / Teachers	Ongoing	Individual communication needs are identified and recorded where appropriate.
3.2 Provide accessible learning materials	Adapt printed and digital learning materials, visual resources, presentations and classroom information where required. Consider font, layout, visual accessibility, audio and other appropriate formats.	Teachers / Support Staff	Ongoing	Children can access learning information in an appropriate format.
3.3 Provide information in alternative formats where required	School information will be provided in an appropriate format or through an appropriate means of communication where a disabled child requires this.	SENCO / Office Staff / Teachers	As required	Information is provided within a reasonable time and in a format appropriate to the child's needs.
3.4 Develop staff awareness	Ensure staff understand the importance of accessible communication and know how to make reasonable adjustments to information and communication.	SENCO / SLT	2026–2029	Staff routinely consider accessibility when providing information to children.
3.5 Review communication with families	Where appropriate, work with parents/carers to understand communication needs and consider accessible ways of sharing information about their child's education and support.	SENCO / SLT / Office Staff	Ongoing	Families are able to access important information about their child's education and support.

Expected impact

Disabled children will receive information in ways that enable them to understand, participate and engage as independently as possible. Communication will take account of individual needs and preferences.

5. Monitoring and evaluation

The effectiveness of this Accessibility Plan will be monitored by school leaders and the Academy Council/Governing Body as part of the school's wider arrangements for SEND, equality and school improvement.

Monitoring will include consideration of:

- the extent to which disabled children participate in the curriculum and wider school life;
- whether reasonable adjustments are being identified and implemented effectively;
- the accessibility of the physical environment;
- the accessibility of information and communication;

- feedback from children and their parents/carers;
- advice and recommendations from relevant external professionals;
- progress towards the actions identified within this plan.

The SENCO will play a key role in monitoring the implementation and impact of the plan, working with school leaders and staff to identify further areas for development.

Where a new accessibility need arises, the school will respond to the individual need rather than waiting for the next formal review of this plan.

6. Links with equality and SEND

This Accessibility Plan forms part of the school's wider commitment to equality and inclusion.

The school recognises that disabled children may also have special educational needs, but that disability and SEND are not the same thing. The school will therefore consider its responsibilities under the Equality Act 2010 alongside its duties under the Children and Families Act 2014 and SEND Code of Practice.

Reasonable adjustments will be considered for disabled children where they may otherwise be placed at a substantial disadvantage in comparison with non-disabled children.

The school's SEND Information Report will provide further information about the arrangements and facilities available to support children with SEND and will refer to this Accessibility Plan.

7. Review arrangements

Plan period: 2026–2029

Date approved: September 2026

Approved by: Academy Council

Date of next review: September 2029

The plan will be kept under review throughout its period and formally reviewed and renewed on a three-year cycle. Where circumstances change or new accessibility needs arise, the plan will be updated accordingly.