



To share God's love, helping our community to learn, grow and make a difference



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Accessibility Plan for St Ralph Sherwin Catholic Academies

2026-2027

Accessibility Plan

Name of Academy: St. Mary's Catholic Voluntary Academy

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

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure a personalised and adapted curriculum for all children.	Children's needs are assessed and planned for appropriately. Progress is regularly reviewed and adaptations and interventions are changed as needed. Refer and liaise with external agencies to provide best support for children. Order appropriate resources based on pupil's needs and	All children to show good progress in their adapted curriculum as recorded on Insight. Children have high self-esteem and motivation. Teachers have an in-depth knowledge of their pupils and, as a result, adapt and personalise the learning to meet the needs of all pupils. All pupils are able to fully access the curriculum. All teachers are able to fully meet children's needs in accessing the curriculum. Increased access to the curriculum and better outcomes for pupils.	Ongoing as part of monitoring provision, pupil progress meetings.	SENDCo, HT All staff (Teaching & support)



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	recommendations from external agencies. Monitor quality of scaffolding and provision for SEND pupils.			
To identify and implement high-quality interventions, where needed.	Individual targets are set effectively and are appropriate for pupils with additional needs. Monitor current interventions and their success/impact on progress. Purchase additional resources where needed.	Additional resources are explored carefully to ensure they will benefit the children's academic progress once implemented. Training staff to use interventions effectively. Monitoring will demonstrate that the interventions are having a positive impact on pupil outcomes.	Completed termly or part way through intervention.	SENDCO, HT, SLT
To organise classrooms to promote the participation and independence of all pupils.	Monitor teaching, inclusive of reviewing resources to ensure that lessons meet the needs of all pupils in the class. Classrooms are organised to promote the	Learning environments are considered carefully, to ensure they are accessible to pupils with impairments e.g. physical, hearing, visual or sensory processing difficulties. Increase in all pupils accessing the curriculum.	Ongoing as part of monitoring cycle.	HT, SLT, SENCO, All staff



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	participation and independence of all pupils.			
To develop a programme of staff training to support pupils with SEND – focus on key areas of need within the school – e.g. medical.	SENCO and external agencies to deliver training to staff to support specific pupils of pupils.	Staff members have the skills to support children with SEND and medical needs. Staff fully trained to support specific and individual needs of pupils.	Regular cycle of SEND staff meetings and CPD cycle. Specialist training needs identified and bespoke training implemented.	SENCO
To liaise with parents/carers/pre-school providers to prepare for the new intake of children in to Foundation Stage.	Identify pupils who may need adapted or additional provision.	Provisions are in place ready for when pupils start Foundation Stage.	Pentecost Term	EYFS leader, SENCO, and Family Liaison Officer
To liaise with educational establishments to prepare the intake of new children who transfer within year.	Identify pupils who may need adapted curriculum, resources or additional provision. Home visits with SENDCo and FLO Identify any training that may be required.	Provisions are in place ready for when pupils start school. A greater understanding around the needs of the whole family.	As required	SENCO, HT, FLO, relevant teachers and support staff.



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To liaise with secondary feeder schools for Y6 leavers.	Identify pupils who may need adapted or additional transition. Enhanced and bespoke transition programmes for individuals and groups.	Provision set in place for September start.	As required Pentecost term	FLO, Y6 class teachers, SENCO
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum, including trips and residential visits, as well as extra-curricular provision.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implement training when needed.	Pupils to have access to wider curriculum and positive experiences. Pupils feel included across the curriculum.	Ongoing	Pupil, SENCO, HT, SLT, All staff
To promote and celebrate diversity.	Diversity within school to be reflected in resources and displays.	Increase in pupil participation, confidence and positive identity. Increased awareness of diversity.	Ongoing	All staff



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To make better use of IT equipment to support pupils in accessing the curriculum.	Chrome books to be available to individual pupils to have greater access to learning and to be able to access and record work in appropriate ways. SENDCO to complete accessibility training and share key strategies and resources with all staff.	Pupils more confident in recording work in different formats. Increased skills in touch-typing, Speakeasy software Key strategies and resources shared around the Accessibility training to improve access to learning for pupils with SEND.	July 27	Computing lead/SENCO
To ensure extra curricular offers are accessible for SEND pupils.	Staff to consider meeting all needs when planning their extra-curricular offers. - Where necessary, risk assessments to be carried out. - If non-school staff/external agencies are carrying out the extra-curricular group, they are to be informed of any pupils with SEND.	Personal development of child. Registers will show a strong uptake of SEND pupils attending extra-curricular activities.	Ongoing	All Staff, PE lead, SENCO



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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
To ensure classrooms are arranged to meet the needs of individual children.	Resources are easily accessible for children. Procedures in place so that children are able to move around the building safely and independently. Furniture and background noise planned for individually. Advice sought from external agencies.	Learning environments are considered carefully, to ensure they are accessible to pupils with impairments. Increase in all pupils accessing the curriculum.	Ongoing	Class teachers SENCO
To ensure emergency and evacuations systems are planned for individuals with disabilities including	Individual evacuation procedures and care plans completed as required, including social stories.	Safe evacuation from the building. Prevent Emotional distress in specific children with identified needs.	Ongoing and tested termly.	SENCO, All staff, Estates team



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alarms, are both visual and auditory.	Regular evacuations occur, children identified who may need warnings. Fire and lockdown drills to happen termly so children can practice and recognise the signal. SEND pupils to be given warning of a fire/lockdown drill. Staff to support SEND pupils when evacuating the building.	Alleviate parental stress and anxiety with pre warnings given when appropriate.		
To maintain safe and clear corridors / thoroughfares.	Keep clear of obstructions, impeding access.	Whole school building accessible to all. Accessible school.	Daily checks	All staff
To ensure access to changing and showering facilities.	Maintain existing facilities	Pupils of all abilities are able to access school. Pupils with physical disability can attend school.	Ongoing	HT, SENCO



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To ensure disabled parking is available on site.	Allocated spaces will be available. Agreed timings for drop off/collection	Prevent Emotional distress in specific children with identified needs. Alleviate parental stress and anxiety. Temporary access for children with injuries.	Ongoing	Head of School SBM
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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 ensure that everyone is made to feel welcome.	Our curriculum offer is designed to celebrate diversity and to support children's personal development. The curriculum is enhanced through mission days, curriculum days and periods in the year like STEM fortnight, healthy	Everyone at St Mary's will feel welcome, happy and safe at our school.	Ongoing	All staff



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	eating, different SEND awareness days/weeks. Subjects, resources and books to include exploring people from diverse backgrounds. Clear expectations – ASK, SPIRIT, behaviour policy.			
To ensure availability of written material in alternative formats when specifically requested.	The school is aware of the LA services available for converting written information into alternative formats. The school, in turn, will continue to research further strategies to support as required by current needs.	School will be able to provide written information in different formats when required. Written information is fully accessible.	As required	SENCO, School Business Manager.



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Classroom materials available in alternative formats as required.	Communicate in print. Whiteboard background colours considered. Font – size of text. Whiteboard slides printed for individual children. Advice from STePs (VI sought and acted upon).	All information is communicated and accessible.	Ongoing	SENDCo All staff (Teaching & support)
To ensure effective communication with parents.	Review class Dojo and email system to ensure that it is easy and accessible for all parents. BSL interpreters for all school events. Interpreters for parent meetings identified and implemented as needed. Procedures in place to access school building.	All school information available for all parents. Delivery of school information to parents is improved / accessible.	Ongoing	HT, All Staff, School Business Manager



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To develop use of social media accounts.	Sharing and celebrating the achievements and work through Dojo and school social media.	All school information available for all parents. Delivery of school information to parents is improved/accessible.	Ongoing	HT, SLT, All staff
To keep records up to date so all staff are aware of pupils with disabilities.	Pupil Passports for SEND pupils in class information folders. SEND plans to be updated termly and shared with families and staff working with child. Staff are aware of how to best support their pupils. All records to be transferred to new school/setting within 5 days of transfer/during transition period to KS3.	Staff are aware of how to best support their pupils. Recording keeping will allow for smooth transition between year groups/schools in the summer term.	Termly	SENCO FLO All staff