

Accessibility Plan



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1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

These three areas are already reflected in the school's current Accessibility Plan. [Accessibility plan | PDF]

At St Faith & St Martin CE Junior School, we are committed to creating a fully inclusive environment where all pupils feel safe, valued and able to achieve their full potential. This plan reflects our commitment to removing barriers to learning and participation through high-quality teaching, reasonable adjustments and a whole-school approach to inclusion.

We recognise that accessibility includes the needs of pupils with disabilities, pupils with SEND, neurodivergent pupils, pupils with medical needs, pupils with sensory or physical needs, and pupils who may experience barriers to attendance or participation.

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan should be read alongside the school's:

- Inclusion Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions and Allergies Policy
- Intimate Care Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Health and Safety Policy
- Risk Assessment Policy

The plan will be made available on the school website, and paper copies will be provided on request.

2. Legislation and guidance

This Accessibility Plan is written in line with Schedule 10 of the Equality Act 2010, which requires schools to prepare accessibility plans. Your current plan already references this requirement. [Accessibility plan | PDF]

The Equality Act 2010 defines a person as disabled if they have 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. Your current plan also includes this definition.

Schools have a duty to make reasonable adjustments for disabled pupils so that they are not placed at a substantial disadvantage compared with pupils who are not disabled. GOV.UK guidance explains that education providers must make reasonable adjustments, which may include extra support or aids.

This plan is also informed by:

- The SEND Code of Practice: 0–25 years
- Equality Act 2010 guidance for schools
- The Public Sector Equality Duty
- The school's Inclusion Policy
- The school's SEND Information Report

The SEND Code of Practice is statutory guidance for organisations supporting children and young people with SEND.

3. Our approach to accessibility and inclusion

Accessibility is not only about the physical environment. At SFSM, we understand accessibility as the removal of barriers so that pupils can:

- Access learning
- Communicate effectively
- Move around school safely
- Take part in the full life of the school
- Attend and engage successfully
- Access information in ways they understand
- Develop independence and confidence

We take a proactive approach to accessibility, including:

- Listening to pupils and parents/carers
- Identifying barriers early
- Making reasonable adjustments
- Reviewing provision through the graduated approach
- Using advice from external professionals where appropriate
- Ensuring pupils with SEND and disabilities are included in wider school life

This reflects the principles in your Inclusion Policy, where provision is adapted to meet individual needs and barriers to learning and participation are reduced.

4. Accessibility Action Plan

Aim 1: Increase access to the curriculum for pupils with disabilities and SEND

Your current plan states that the school offers a differentiated curriculum, uses tailored resources, tracks curriculum progress and reviews the curriculum to meet pupils' needs. The updated version below strengthens this by adding specific improvement actions.

Priority	Actions	Responsibility	Timescale	Success Criteria
Strengthen adaptive teaching across the school	Continue to develop staff confidence in adaptive teaching, including scaffolding, modelling, reduced cognitive load, pre-teaching vocabulary, alternative recording methods and use of visual supports.	SENDCo, SLT Headteacher, Class Teachers	Ongoing	Pupils with SEND and disabilities are able to access learning more independently and consistently across classes.
Embed the graduated approach consistently	Ensure staff use Assess, Plan, Do, Review to identify barriers, plan support and review impact.	SENDCo, Headteacher, Class Teachers	Ongoing	Support plans and provision are reviewed regularly and adapted in response to pupil progress and need.
Improve access for neurodivergent pupils	Develop consistent use of reasonable adjustments such as visual timetables, transition support, sensory breaks, clear routines and regulation strategies.	SENDCo, Well-being and Family Lead, Headteacher, Class Teachers	Ongoing	Pupils who need predictable routines, sensory support or communication adaptations are supported more consistently.
Review intervention offer	Review the effectiveness of current interventions across the four areas of need: communication and interaction; cognition and learning; SEMH; sensory and/or physical.	SENDCo and Headteacher	Annually	Provision remains matched to pupil need and intervention impact is monitored.

Strengthen pupil voice	Ensure pupils with SEND and disabilities are supported to share their views in accessible ways, including visuals, pupil voice sheets, trusted adult conversations or adapted communication methods.	SENDCo, Well-being and Family Lead, Headteacher, Class Teachers	Ongoing	Pupils can express what helps them learn and feel included in decisions about support.
Support access to trips and enrichment	Ensure risk assessments and reasonable adjustments are considered for educational visits, residential trips, performances, clubs and enrichment activities.	Visit Leaders, SENDCo, SLT	Ongoing	Pupils with SEND and disabilities are included in trips, clubs, events and wider school opportunities wherever possible.

Aim 2: Improve and maintain access to the physical environment

Your current plan lists physical adaptations such as ramps, corridor width, disabled toilets/changing facilities and accessible shelving. The revised section below keeps this but makes it more reflective and action-focused.

Priority	Actions	Responsibility	Timescale	Success Criteria
Review physical access across the school site	Carry out regular reviews of the school environment to identify any barriers for pupils with physical, sensory or medical needs.	Headteacher, Site Manager, SENDCo	Annually	Barriers are identified early and reasonable adjustments are considered.

Maintain safe and accessible routes	Ensure corridors, entrances, classrooms and shared spaces remain safe and accessible for pupils with mobility or sensory needs.	Site Manager, SLT, All Staff	Ongoing	Pupils can move around school safely and with dignity.
Review classroom layouts	Ensure classroom layouts consider wheelchair access, sensory needs, visibility, hearing needs and safe movement around the room.	Class Teachers, SENDCo	Termly / as needed	Classroom environments are adapted to support individual access needs.
Support pupils with medical or personal care needs	Ensure pupils with medical conditions are supported through Individual Healthcare Plans where needed, and that personal care arrangements are delivered in line with the Intimate Care Policy.	SENDCo and Relevant Staff	Ongoing	Pupils with medical or care needs can access school safely and respectfully.
Plan for sensory accessibility	Consider lighting, noise, seating, calm spaces and movement breaks for pupils with sensory processing needs.	SENDCo, Headteacher Class Teachers and Well-being and Family Lead	Ongoing	Pupils with sensory needs are supported to regulate and access learning.
Review access during emergency procedures	Ensure Personal Emergency Evacuation Plans	Headteacher, SENDCo, SBM and Site Manager	As needed	Pupils with mobility, sensory, medical or

	are considered for pupils who need them.			communication needs are supported safely during emergency procedures.
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Aim 3: Improve the delivery of accessible information

Your current plan identifies communication methods such as internal signage, large print resources and pictorial or symbolic representations. The revised version expands this to include parent communication, digital accessibility and adapted language.

Priority	Actions	Responsibility	Timescale	Success Criteria
Make information accessible to pupils	Use visuals, symbols, simplified language, social stories, now/next prompts and adapted instructions where needed.		Ongoing	Pupils can understand information and expectations more easily.
Improve accessibility of parent communication	Provide information in clear, parent-friendly language and adapt communication where needed.		Ongoing	Parents and carers can access and understand key information.
Review SEND-related information on website	Ensure the SEND Information Report, Inclusion Policy and Accessibility Plan are clear, current and easy to locate.		Annually	Families can easily find information about SEND and accessibility.
Support pupils with communication needs	Use communication aids, visuals or individual strategies where		Ongoing	Pupils with communication needs are better able to express

	recommended by professionals or identified through the graduated approach.			themselves and access learning.
Improve accessibility of written resources	Consider large print, visual support, coloured backgrounds, reduced text, alternative formats or digital resources where appropriate.		Ongoing	Pupils with visual, literacy or processing needs can access information more effectively.
Ensure temporary staff are aware of key access needs	Share essential information with supply staff or temporary staff where needed, while maintaining confidentiality.		Ongoing	Pupils continue to receive appropriate support when usual staff are absent.

5. Supporting attendance and participation

Accessibility includes supporting pupils who may experience barriers to attendance or participation.

Some pupils with SEND, medical needs or anxiety may require additional support to attend school regularly and feel safe in the school environment.

The school will:

- Work with families to identify barriers to attendance
- Consider reasonable adjustments where appropriate
- Provide pastoral or trusted adult support where needed
- Support pupils experiencing anxiety or Emotionally Based School Avoidance
- Liaise with external professionals where appropriate
- Use reintegration planning when needed

This section aligns with the school's Inclusion Policy, which recognises that pupils with SEND or medical needs may require additional support to attend and engage in school.

6. Training and staff awareness

The school is committed to ensuring that staff have the knowledge and confidence to support pupils with disabilities, SEND and medical needs.

Training may include:

- SEND awareness
- Adaptive teaching
- Autism and neurodiversity
- ADHD
- Speech, language and communication needs
- Sensory needs
- Medical needs and Individual Healthcare Plans
- Manual handling, where required
- Safeguarding and vulnerability of pupils with SEND
- Supporting emotional regulation and wellbeing

Training needs will be monitored by the Headteacher and SENDCo and included within the school's continuing professional development programme.

7. Consultation and involvement

This plan will be informed by the views of:

- Pupils
- Parents and carers
- Staff
- Governors
- External professionals where appropriate

Pupils with SEND and disabilities, and their families, will be encouraged to share views about barriers to access and what helps pupils participate fully in school life.

8. Monitoring arrangements

This plan will be reviewed at least every three years, but may be reviewed sooner if:

- A pupil's needs change
- There are changes to the school environment
- New accessibility needs are identified
- Legislation or guidance changes
- Feedback from pupils, parents or staff indicates that changes are needed

Progress against the action plan will be monitored by the Headteacher, SENDCo and governing body.

Monitoring will consider:

- Pupil progress and engagement
- Attendance and participation
- Feedback from pupils and parents/carers
- Staff confidence and training needs
- The effectiveness of reasonable adjustments
- Review of provision for pupils with SEND, disabilities and medical needs

The Accessibility Plan will be approved by the governing body.

9. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Inclusion Policy
- SEND Information Report
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions and Allergies Policy
- Intimate Care Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Risk Assessment Policy
- Educational Visits Policy
- Attendance Policy