

St Pius X Catholic Primary School



ACCESSIBILITY PLAN

MISSION STATEMENT

Together in God's loving family,
we believe, we learn, we grow.

This revision completed during:	November 2025
Date of next revision:	November 2028

St. Pius X Catholic Primary School

ACCESSIBILITY PLAN 2025 -2028

All pupils are entitled to access a broad and balanced curriculum. Every teacher has a responsibility to deliver learning that meets the needs of all pupils. To achieve this, programmes of study will be adapted where appropriate to create an inclusive curriculum that reflects pupils' diverse learning needs and provides appropriate levels of challenge. Through this approach, we aim to remove barriers to learning and assessment, enabling all pupils to achieve their full potential.

Introduction

This plan outlines how St Pius X Primary School intends to progressively increase accessibility for disabled pupils, staff, parents, carers, and visitors. It has been developed in accordance with the planning duty set out in the **Disability Discrimination Act 1995**, as amended by the **Special Educational Needs and Disability Act 2001 (SENDA)**. The plan also draws upon the guidance provided in “*Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils*” (DfES, July 2002).

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum through access to high-quality teaching and learning, as well as full participation in the wider curriculum, such as after-school clubs, leisure, cultural activities, and educational visits. St Pius X Primary School will continue to seek and act upon advice from Local Authority services — including specialist teacher advisers and SEND inspectors/advisers — and from relevant health professionals within local NHS Trusts. This collaboration will ensure that all pupils are supported to access learning and enrichment opportunities effectively.
- Improving access to the physical environment by making ongoing improvements to the physical environment of the school and ensuring the availability of physical aids to support access to education. When planning maintenance, refurbishments, or new developments, the school will take into account the needs of pupils, staff, and visitors with physical disabilities and sensory impairments to ensure the premises remain accessible and inclusive.
- Improving the delivery of written information and ensuring that written information normally provided by the school — such as letters, handouts, reports, and policies — is available to disabled pupils and parents/carers in accessible formats. Information will be adapted to reflect individual needs and preferences, and provided within a reasonable timeframe. The school will make use of local services, including those provided by the Local Authority, to support the provision of information in alternative formats (e.g., large print, Braille, audio, or translated materials) when required or requested.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning is central to the school's vision and practice. Through regular self-review and a strong commitment to Continuous Professional Development (CPD), we seek to enhance staff knowledge, skills, and understanding to ensure consistently high-quality teaching and learning for all pupils. Our aim is to meet the needs of every child within inclusive, mixed-ability classrooms, promoting equality of opportunity and success for all.

Targets	Strategies	Time-Scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum to meet pupils needs	<ul style="list-style-type: none"> - Targeted CPD and Training. - Peer Observation and Sharing Good Practice - Collaborative Planning and Support - Use of One Page Profiles and SEN Support Plans - Access to Resources and Support Materials - Coaching and Mentoring - Monitoring and Feedback - Promote a Culture of Inclusion 	On Going	SENDCo	Increased staff confidence in strategies for adaptive teaching and learning with increased pupil participation.
Ensure all support staff receive comprehensive training on disability awareness and inclusion.	<ul style="list-style-type: none"> - Support staff complete accredited disability awareness training - Training materials are reviewed annually 	As required	SENDCo	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access needs	<ul style="list-style-type: none"> - Establish a system of individual access plans for disabled pupils - Provide staff briefings and updates on individual pupil needs - Ensure information is shared between all agencies involved with each child. 	As required	SENDCo	All staff are aware of individual needs.
Use ICT software to support learning	<ul style="list-style-type: none"> - Identify and install appropriate assistive software and technology - Provide staff training on effective use of ICT tools to support learning 	As required	Computing Lead	Wider use of SEN resources in classrooms. Improved pupil engagement and learning outcomes
Ensure all educational visits are accessible to all pupils	<ul style="list-style-type: none"> - Develop clear guidance for staff on making trips accessible - Vet each new venue for accessibility and suitability - Include accessibility planning in risk assessments 	As required	Head Teacher / EVC	All pupils able to access and participate fully in educational visits and enrichment activities
Review PE curriculum to ensure accessibility for all	<ul style="list-style-type: none"> - Audit current PE curriculum for accessibility - Gather information on inclusive and disability sports - Invite disabled sports role models to inspire pupils - Provide adaptive equipment and differentiated PE activities 	As required	PE Lead	All pupils, including those with disabilities, can access and excel in PE Increased participation and enjoyment across all groups

Improving access to the physical environment of the school

Targets	Strategies	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	<ul style="list-style-type: none"> - Create Individual Access Plans for disabled pupils as part of the One-Plan process where required - Identify and meet access needs of staff, governors and parents/carers as appropriate - Gather information on parents'/carers' access needs via newsletters, meetings or surveys - Consider accessibility requirements during the recruitment process - Ensure all staff are aware of the Environment Access Standard 	<p>As required</p> <p>Induction and ongoing</p> <p>Annually</p> <p>During recruitment</p>	Head Teacher SENDCo	<p>One-Plan in place for all disabled pupils</p> <p>All staff aware of individual access needs</p> <p>Staff and governors feel their needs are met</p> <p>Parents/carers have full access to school activities</p> <p>Recruitment and retention are not affected by accessibility issues</p>
Layout of school allows access for all pupils to all areas	<ul style="list-style-type: none"> - Consider the needs of disabled pupils, parents/carers and visitors when planning any building redesign or refurbishment - Involve Site Manager and School Surveyor in accessibility planning 	As required	Headteacher/ Governors/ Site manager/ School Surveyor	All redesigned or refurbished areas are fully accessible and usable by all
Improve signage and external access for visually impaired people	<ul style="list-style-type: none"> - Apply yellow strip markings to all step edges - Review external pathways and signage for visibility and safety 	On going	Site manager	Visually impaired pupils, staff and visitors report feeling safe and confident when navigating school grounds
Ensure all disabled pupils and staff can be safely evacuated	<ul style="list-style-type: none"> - Create and maintain Personal Emergency Evacuation Plans (PEEPs) for all pupils and staff with mobility or sensory difficulties - Ensure all staff are aware of their responsibilities during an evacuation 	<p>As required</p> <p>Each Sept</p>	Head Teacher SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire.
All fire escape routes are suitable for all	<ul style="list-style-type: none"> - Audit and maintain accessibility of all fire escape routes - Ensure wheelchair access is available in all relevant areas 	On-going and as required and as appropriate	Site Manager Head Teacher	All disabled staff, pupils and visitors are able to exit safely in the event of a fire
Ensure accessibility of IT equipment and resources	<ul style="list-style-type: none"> - Provide alternative equipment to ensure access to all hardware (e.g., adapted keyboards, screen readers) - Liaise with VI/HI (Visual and Hearing Impairment) specialists for advice and support - Install specialist software as required 	<p>On-going and as required.</p> <p>Software may be required - as required.</p>	Computing Lead IT Support	<p>Hardware and software available to meet the needs of all pupils</p> <p>Pupils with visual or hearing impairments can access IT resources effectively</p>

Improving the delivery of written information to disabled pupils

St Pius X will plan to ensure that all written information normally provided to pupils is accessible to those with disabilities. This includes materials such as handouts, textbooks, and information about school events. Information will be adapted to meet individual pupils' needs, taking into account both their disabilities and the preferred formats of pupils and parents. All materials will be made available within a reasonable timeframe.

In planning for accessibility of written information, the school will regularly assess the current level of need and remain responsive to any changes in the range of needs within the school community.

The school will identify and maintain contact with relevant agencies and external providers to support the production of accessible materials as required.

The school's ICT infrastructure will be utilised to access and create a range of alternative formats and resources to support pupils' individual needs.

Targets	Strategies	Time-Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> - Provide letters and information in clear print using plain, accessible English - Offer support through the school office to help parents access information and complete forms 	During induction On-going	Head Teacher School Office	<p>All parents receive and understand information in an accessible format</p> <p>Parents understand key school information and are able to respond effectively</p>
Improve the delivery of written information in appropriate formats	<ul style="list-style-type: none"> - Provide suitably enlarged, clear print for pupils or parents with visual impairments - Ensure accessible digital copies are available when appropriate 	As required	School Office	<p>Written information is available in accessible formats when needed</p> <p>Pupils and parents with visual impairments can fully access school communications</p>
Ensure all staff are aware of guidance on accessible formats	<ul style="list-style-type: none"> - Provide staff with clear guidance and training on producing accessible written information - Monitor and support compliance through regular reviews 	On-going	Inclusion Lead	<p>Staff produce accessible materials independently</p> <p>Consistency in the presentation of accessible school communications</p>
Provide information in other languages or formats for those with hearing or language difficulties	<ul style="list-style-type: none"> - Arrange access to translators, interpreters, or sign language support where appropriate - Provide translated materials for key communications 	As required	Inclusion Lead	<p>Pupils and parents with hearing or language barriers feel supported and included</p> <p>School communication is equitable and inclusive</p>
Ensure information is accessible on the school website	<ul style="list-style-type: none"> - Ensure website content is available in clear, simple language - Provide options such as large print, symbols, or alternative text for key information 	As required	School Office	<p>All pupils, parents, and visitors can access information about the school in a suitable format</p> <p>Website meets accessibility standards and supports inclusion</p>