St. Francis Catholic Primary School

Headteacher: Mrs C. Peear

ST. FRANCIS MISSION STATEMENT

Jesus said, '"love one another as I have loved you."

Our aim is to make St. Francis School a loving community, respecting every child and every adult, caring for God's world and helping each other to do our best as we grow together in Christ.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

DRAFT ACCESSIBILITY PLAN 2026-2029

Document Detail	
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COMMITMENT TO EQUALITY

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.

Introduction and purpose

St Francis Catholic Primary School is committed to providing an inclusive environment in which all pupils can participate fully in school life, make progress and achieve their potential. The school seeks to ensure that pupils, parents, staff and visitors with disabilities are treated fairly and can access the school's facilities, information and activities as fully as reasonably practicable.

This Accessibility Plan has been prepared with regard to the school's duties under the Equality Act 2010. It sets out how the school intends to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the delivery of information to disabled pupils and parents in formats that are accessible to them.

The plan takes account of the school's existing provision, the physical characteristics of the site, the needs of current pupils and the potential needs of future pupils, parents, staff and visitors.

The plan is intended to be a working document. It will be reviewed annually and updated to reflect changing needs, improvements made and any new priorities identified.

2. School context and existing accessibility

St Francis is a one form entry Catholic primary school operating across several separate buildings. The site has a mixture of ground floor, first floor and basement space, which creates some limitations in terms of physical accessibility.

The main entrance to the school is step-free. The KS2 building can be accessed by a ramp from the playground area. However, there is no lift access to the first floor.

The school has previously considered the installation of a lift but has not been able to identify a suitable location within the relevant buildings. Consequently, some areas of the school cannot currently be accessed by wheelchair users.

Area	Existing accommodation and accessibility
Reception building	A separate, self-contained ground-floor building, with exits at either end of the classroom.
KS1 /Office building	The main offices (Headteacher, SLT, main office and entrance lobby), library, SEN room and one disabled toilet are situated on ground floor. Years 1 and 2 are accommodated on the first floor. There is no lift access.
KS2 building	KS2 classrooms, catering kitchen and school hall. The building can be accessed by steps or by a ramp from the playground/office area. Pupil toilets are in the basement, requiring two flights of stairs from the classrooms.
Staffroom and DT building	The staffroom is on the upper floor and the DT classroom and pupil toilet are on the ground floor. There is no lift access to the staffroom.
Parking	One designated disabled parking space is provided.
Main entrance	Step-free access is available.

The school recognises that the absence of lift access is a limitation. Where a pupil, parent, staff member or visitor has mobility needs, the school will consider the individual's requirements and make reasonable alternative arrangements wherever practicable. This may include using an accessible ground-floor room for meetings or activities, or making other adjustments to enable participation.

The school will continue to consider opportunities to improve physical accessibility as part of future premises planning and capital works, while recognising the constraints of the existing buildings.

3. Existing provision and inclusive practice

3.1 Curriculum and SEN provision

The school has a dedicated SENCO for three days each week. Pupils with Education, Health and Care Plans (EHCPs) have enhanced adult support, with Teachers and Learning Support Assistants (LSAs) adapting materials and resources to meet individual needs.

A range of sensory and specialist resources is available, including:

- A small sensory room for pupils who need access to a calm space for emotional regulation .
- Wobble cushions, foot pads, weighted blankets and headphones.
- Fidget tools and other sensory resources.
- Specialist dyslexia resources and books.

- Specialist learning software, including Crick Software, Nessy and Talk for Books.
- Other educational equipment and learning resources to support individual needs.

Both Teachers and LSAs are encouraged to undertake suitable SEN training and development to support the needs of pupils.

The school will continue to review the suitability of its resources and make adaptations in response to identified needs. Specialist furniture e.g. adjustable-height tables, will be considered where an individual need is identified.

3.2 Access to information

Most communication with parents is electronic. The school will accommodate requests for printed information, and absence request forms are available in printed format at the main school entrance.

The school website and electronic parent communication system provide translation options. Where children join the school with little or no English, staff use available language skills and translation tools, as appropriate, to support communication and inclusion.

Modified texts have previously been ordered for pupils undertaking statutory assessment tests. The need for adapted assessment materials is considered whenever tests are ordered.

The school will continue to consider individual communication needs and provide information in alternative formats where required.

4. Accessibility Plan: 2026–2029

A. Increasing access to the curriculum

Aim: To ensure that disabled pupils and pupils with additional needs can participate fully in the curriculum, school activities and wider opportunities offered by the school.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Maintain inclusive, quality-first teaching.	Continue to provide differentiated and personalised teaching in response to pupils' needs. Ensure teachers consider access, participation and reasonable adjustments when planning lessons and activities. Seek SENCO advice where additional support or adaptations are required.	Headteacher / SENCO / Teaching staff	Ongoing	Existing staffing and resources	Pupils are supported to access the curriculum and make progress appropriate to their needs.
Ensure classroom organisation supports participation and independence.	Review classroom layouts, seating arrangements, circulation space and access to learning resources in response to individual pupil needs. Consider mobility, sensory, visual, hearing and concentration needs.	SENCO / Class teachers	Ongoing; review annually	Existing resources; additional equipment as required	Classroom arrangements support pupils' participation and independence. Adjustments are made when needs change.
Maintain and develop sensory provision.	Continue to make the sensory room available to pupils who need support with regulation. Review its use and the suitability of available sensory resources, including wobble cushions, foot pads, weighted blankets, headphones and fidget tools.	SENCO / Class teachers / LSAs	Ongoing; annual review	Existing SEN resources; additional items as required	Pupils can access appropriate sensory support when needed. Resources remain suitable and available.
Ensure access to specialist learning resources and technology.	Continue to provide and review specialist resources, including resources to support pupils with literacy difficulties, books and software such as Crick Software, Nessy and Talk for Books. Consider additional ICT or specialist equipment where an individual need is identified.	SENCO / Class teachers	Ongoing	SEN budget; school resources; external funding where available	Appropriate resources are identified and used to support individual learning needs.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Ensure reasonable adjustments are considered for individual pupils.	Use the school's graduated approach and individual pupil planning to identify barriers to participation and agree appropriate adjustments. Ensure relevant information is shared with staff working with the pupil.	SENCO / Class teachers	Ongoing	Existing staffing and resources	Identified needs and reasonable adjustments are communicated and implemented consistently.
Maintain staff knowledge and skills in supporting pupils with additional needs.	Facilitate Teachers, LSAs and other relevant staff to undertake appropriate SEND training and development. Identify training needs through discussion with the SENCO and consideration of pupils' needs.	Headteacher / SENCO	Ongoing	Staff training budget; external training where appropriate	Staff have access to relevant training and can apply appropriate strategies to support pupils.
Ensure educational visits and extracurricular activities are inclusive.	Consider accessibility and individual pupil needs when planning educational visits, clubs, sporting activities and other events. Liaise with providers where necessary and identify reasonable adjustments in advance.	SENCO / Class teachers / Visit leaders / Club providers	Ongoing; before each activity	Visit budgets; provider arrangements ; additional resources where required	Pupils with disabilities are able to participate wherever reasonably practicable, with appropriate adjustments made.
Ensure pupils can participate in play and social activities.	Review play equipment and arrangements to identify whether additional or adapted resources are required to support inclusive play. Consider the needs of pupils who may find busy or unstructured environments difficult.	SENCO / Headteacher / Relevant staff	Ongoing; as needs arise	Existing play resources; additional specialist equipment if required	Pupils are supported to participate in play and social activities alongside their peers.
Obtain feedback to inform accessibility priorities.	Seek feedback from pupils and parents, particularly where a pupil has SEND or a disability, and use this to identify barriers and inform future improvements.	Headteacher / SENCO	Ongoing; annual review	Existing school arrangements	Feedback is considered when reviewing provision and setting future priorities.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Autism-friendly practice	Continue to develop staff understanding of autism and consider whether further autism-specific training, an identified staff champion or an autism audit would help the school to identify and address barriers to learning and participation.	SENCO, supported by Headteacher and class teachers	Review during 2026–27; ongoing development as needs are identified	Existing staff training time; external training or audit resources if required, subject to available funding	Staff have increased understanding of autism and appropriate adjustments are identified and implemented to support autistic pupils.
Inclusive play	Ensure that pupils with disabilities and additional needs can participate in indoor (including wet play) and outdoor play alongside their peers. Consider adapted play equipment, activities and appropriate adult support where required.	SENCO, class teachers and support staff	Ongoing; review arrangements at the start of each academic year and as individual needs arise	Existing play equipment and staffing; additional or adapted equipment considered through the school budget where required	Pupils with disabilities or additional needs are able to access and participate in play activities alongside their peers, with appropriate adjustments in place.
Peer support and group activities	Consider how peer support, collaborative learning and appropriate grouping arrangements can promote participation, independence and positive relationships between pupils.	Class teachers and support staff, with SENCO advice where appropriate	Ongoing through lesson planning and classroom practice	Existing staff time and classroom resources	Pupils are included in group activities, have opportunities to work collaboratively with peers and develop positive relationships and independence.

B. Improving access to the physical environment

Aim: To improve the accessibility of the school buildings and grounds, identify and reduce physical barriers wherever practicable, and ensure that individual access needs are considered.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Improve visual contrast within school buildings.	Complete the outstanding colour-contrast improvements in KS2 corridors and the chapel block. Consider appropriate contrasting colours and finishes when redecorating or undertaking other premises work.	SBM / Headteacher	2026–27 onwards, subject to works and funding	Premises / maintenance budget; costs to be established	Outstanding areas are reviewed and improvements completed as resources allow. Colour contrast is considered during future redecoration.
Maintain improvements already completed in KS1.	Maintain the colour contrast improvements completed in KS1 during summer 2026 and review their condition as part of routine premises checks.	SBM / Caretaking staff	Ongoing	Routine maintenance budget	Improvements remain in good condition and continue to support visibility.
Maintain safe and accessible external routes.	Keep pathways and access routes clear of vegetation, obstructions and avoidable hazards. Ensure grounds maintenance arrangements identify priority routes and areas.	SBM / Caretaking staff / Grounds maintenance contractor	Ongoing	Existing grounds maintenance arrangements	External routes remain clear and safe for pupils, parents, staff and visitors.
Maintain visibility and safety of external steps and changes in level.	Monitor external steps, paths and changes in level. Maintain appropriate visual contrast and non-slip finishes where required, including highlighted edges where appropriate.	SBM / Caretaking staff	Ongoing	Premises / maintenance budget	Hazards and changes in level are clearly identifiable and maintained.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Maintain handrails and grab rails.	Include handrails and grab rails in routine premises inspections and arrange repair or replacement where necessary.	SBM / Caretaking staff	Ongoing	Premises / maintenance budget	Handrails and grab rails remain safe and fit for purpose.
Maintain accessible parking arrangements.	Ensure the designated disabled parking space remains available for those who need it. Monitor inappropriate use and take appropriate action where necessary.	SBM / Headteacher	Ongoing	Existing arrangements	The designated space remains available and accessible when required.
Consider individual mobility and access needs.	When the school is made aware of a pupil, parent, staff member or visitor with mobility needs, assess the practical arrangements required. Consider the location of meetings, events and activities and use accessible ground-floor accommodation wherever possible.	Headteacher / SENCO / SBM	As needs arise; ongoing	Existing accommodation; additional arrangements where necessary	Individual access requirements are considered and reasonable alternative arrangements are made wherever practicable.
Review the accessibility limitations of the buildings.	Continue to consider opportunities to improve access to upper-floor accommodation as part of future premises planning and capital projects. Recognise the limitations of the existing buildings and the previous exploration of lift installation, where no suitable location was identified.	Governors / Headteacher / SBM	Ongoing; as part of capital planning	Dependent on feasibility and funding	Accessibility is considered in future premises decisions and opportunities for improvement are identified where practicable.
Review hearing support facilities.	Hearing loop facilities are not currently available in the main reception, school hall or other relevant areas. Where a need is identified, consider appropriate equipment, quotations and possible funding.	Headteacher / SBM / SENCO	2026–27 review; thereafter as required	Cost dependent on equipment and identified need	The availability of hearing support is established and appropriate provision is considered where required.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Review emergency evacuation arrangements for individuals who may need assistance.	Identify pupils, staff and regular visitors who may require assistance to evacuate. Develop individual Personal Emergency Evacuation Plans (PEEPs), or other appropriate individual evacuation arrangements, where required. Ensure arrangements are shared with relevant staff and reviewed when needs change.	Headteacher / SENCO / SBM	2026–27 priority; ongoing review	Staff time; specialist advice or equipment where required	Individual evacuation arrangements are documented where needed, understood by relevant staff and reviewed appropriately.
Ensure appropriate evacuation equipment is available to meet identified needs.	An evacuation chair was previously provided to the school by the Local Authority to support a pupil with mobility difficulties. Review current pupil and staff needs to establish whether an evacuation chair is required and whether purchasing one would be beneficial, including consideration of the needs of a member of staff currently returning to work on a phased basis and using a walking stick for support. Continue to monitor the needs of pupils and staff and review the requirement for suitable evacuation equipment as circumstances change.	Headteacher / SBM, in consultation with relevant staff and the SENCO where appropriate	Initial review during 2026–27; ongoing monitoring and review as needs arise	Existing equipment, if still available and suitable; purchase of additional equipment subject to identified need and available funding	The school's evacuation equipment requirements are reviewed against the needs of pupils and staff. Appropriate equipment is available where required and arrangements are kept under review.

C. Improving access to information

Aim: To ensure that pupils, parents and visitors can access information provided by the school in a format that meets their individual needs.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Maintain access to school information for parents.	Continue to provide most routine communication electronically, while making printed copies available on request. Maintain the availability of printed absence request forms at the main school entrance.	Office staff / Headteacher	Ongoing	Existing administrative arrangements	Parents can access school information electronically or request printed copies where needed.
Maintain translation facilities for electronic communication.	Continue to make use of translation options available through the school website and electronic parent communication system. Consider individual support where parents need help accessing or understanding information.	Office staff / Headteacher	Ongoing	Existing website and communication systems	Parents are able to access translated information through available facilities, with additional support considered where necessary.
Provide written information in alternative formats where required.	Where a need is identified, consider alternative formats such as large print, accessible electronic documents, translated information or other appropriate adaptations. Identify specialist services where the school cannot produce the required format internally.	Headteacher / Office staff / SENCO	As required	Existing IT; specialist services and costs where necessary	Information is provided in an appropriate format where an individual need is identified.

Priority / objective	Actions and strategies	Responsibility	Timescale	Resources / funding	Success criteria
Ensure teaching materials are accessible to pupils.	Consider the accessibility of written and electronic teaching materials, including readability, layout, print size, visual presentation and the use of pictures, symbols or other supporting resources. Adapt materials in response to individual needs.	SENCO / Class teachers / LSAs	Ongoing	Existing resources; additional materials as required	Teaching materials are adapted where necessary to support pupils' access to learning. Consider the use of alternative communication methods, including symbols, pictures, visual prompts and augmentative and alternative communication (AAC), where appropriate to individual pupil needs.
Ensure assessment materials are accessible.	Consider the need for modified texts and other access arrangements when ordering statutory and other assessment materials. Make appropriate arrangements in advance in line with individual pupil requirements and relevant assessment guidance.	SENCO / Assessment lead / Class teachers	At each assessment cycle	Assessment budget; additional costs where applicable	Required modified assessment materials and arrangements are identified and ordered in good time.
Maintain accessible communication with pupils who are new to English.	Consider the communication needs of pupils and families joining the school with little or no English. Use available staff language skills, translation facilities and other appropriate support to assist communication and inclusion.	Headteacher / SENCO / Office staff / Class teachers	As required	Existing staff skills and translation facilities; additional support if needed	Pupils and families are supported to understand important information and participate in school life.
Review access to communication for people with hearing or visual impairments.	Consider individual communication requirements when arranging meetings, assemblies, events and other school activities. Provide alternative arrangements or equipment where a need is identified.	Headteacher / SENCO / Office staff	Ongoing; as needs arise	Existing resources; additional equipment where required	Communication arrangements take account of identified hearing and visual needs.

5. Implementation and monitoring

The Accessibility Plan will be implemented through the school's normal management, SEN and premises arrangements.

Role	Responsibility
Governing Body	Approve the Accessibility Plan, monitor progress and review it annually. Consider accessibility when making decisions about premises, resources and school improvement.
Headteacher	Has overall responsibility for ensuring that the plan is implemented and that accessibility is considered in the school's management and decision-making.
SENCO	Lead on identifying pupil needs, advising on reasonable adjustments, supporting inclusive curriculum access and reviewing SEN-related provision.
School Business Manager	Coordinate premises-related actions, maintenance and accessibility improvements, identify resource implications and report progress to the Headteacher and Governors.
Class teachers	Plan and deliver inclusive teaching, identify barriers to participation and implement agreed classroom adjustments.
Learning Support Assistants	Support pupils in accordance with agreed arrangements, adapt resources where appropriate and undertake relevant training.

Progress will be reviewed annually. The review will consider:

- Actions completed during the year.
- Actions still outstanding and reasons for delay.
- Changes in the needs of pupils, staff, parents or visitors.
- New accessibility issues arising from changes to the school site or its use.
- Any additional resources or funding required.
- Feedback from pupils, parents and staff.
- Priorities for the following year.

Where actions cannot be completed within the proposed timescale, the reasons will be recorded and an updated timescale agreed.

6. Links to other school policies and procedures

This Accessibility Plan should be read alongside the school's relevant policies and procedures, including:

- Special Educational Needs and Disability (SEND) Policy.
- Equality and Inclusion arrangements.
- Supporting Pupils with Medical Conditions Policy.
- Health and Safety arrangements.
- Fire Safety and Evacuation Procedures.
- Educational Visits Policy.
- Safeguarding and Child Protection Policy.

The development of individual evacuation arrangements, including PEEPs where required, will be coordinated with the school's wider fire safety and emergency procedures. The Accessibility Plan does not replace the school's fire risk assessment, fire evacuation arrangements or safeguarding procedures.

Premises issues such as fire door replacement and site security improvements will be managed through the school's wider premises, health and safety and safeguarding programmes. Where these works provide an opportunity to improve accessibility, this should be considered as part of the planning process.

7. Review

This plan will be reviewed annually by the Headteacher and relevant staff, with progress reported to the Governing Body.

The review will consider whether the actions remain appropriate, whether they have been completed and whether any new priorities need to be added.

This document contains supporting staff guidance to accompany the main Accessibility Plan. It should be read alongside the school's SEND, safeguarding, health and safety and other relevant procedures.

Appendix 1

Reasonable adjustments: classroom considerations

The following prompts are intended to support teachers and support staff when considering how pupils can participate fully in classroom learning. They are not an exhaustive checklist and should be used alongside individual pupil plans, advice from the SENCO and any relevant professional guidance.

1. Understanding individual needs

- Are staff aware of the pupil's needs and how these may affect access to learning?
- Are any communication, mobility, sensory or personal care arrangements understood?
- Is further advice needed from the SENCO, parents or relevant professionals?
- Are staff aware of the nature and extent of the pupil's impairment or disability and the implications for their access to learning?
- Are arrangements for personal care, communication and other individual needs understood by the adults working with the pupil?
- If staff are unsure how a pupil's needs should be met, have they sought advice from the SENCO, parents or relevant external professionals?

2. Lesson planning and teaching

- Are instructions clear and presented in a way the pupil can understand?
- Is there appropriate variation in activities, pace and teaching approaches?
- Are visual, auditory and practical approaches used where helpful?
- Are tasks differentiated or adapted to enable pupils to participate and experience success?
- Have timing, the pace of the lesson and the variety of activities been considered?
- Are key ideas reinforced, and are opportunities provided for recall of previous learning, extension work and links to future learning?
- Will the lesson engage all pupils from the beginning?
- Are instructions clear, appropriately sequenced and understood by pupils?
- Can pupils access adapted equipment or alternative resources to enable them to participate fully?

3. Learning materials and equipment

- Are written materials accessible in terms of layout, print size, readability and content?
- Would pictures, symbols, practical resources, word lists or other scaffolding help?
- Are specialist resources or ICT available where required?
- Are alternative arrangements considered if a particular resource is not suitable?
- Are practical resources and scaffolding, such as writing frames, pictograms, pictures, objects, artefacts, word lists and number lines, available where helpful?
- Is augmentative and alternative communication (AAC) or other appropriate ICT being used where required?
- If a particular resource or format is unsuitable, has an alternative been considered?

4. Classroom organisation

- Is the classroom layout suitable for the pupil's mobility and access needs?
- Is seating appropriate for individual needs including visual, hearing, sensory or concentration needs?
- Can the pupil access learning resources and equipment independently wherever possible?
- Are movement breaks or alternative working arrangements needed?
- Have sightlines, lighting, glare, proximity to the teacher and access to learning resources been considered?
- Are seating arrangements and classroom layouts reviewed when pupils' needs or activities change?

5. Use of support staff

- Have teachers communicated with support staff before the lesson about the learning objectives and individual pupil needs?
- Does adult support promote pupils' independence and inclusion, rather than unnecessarily separating them from their peers?
- Where pupils are withdrawn for additional support, is the purpose clear and is the impact on their learning reviewed?
- Are withdrawal groups and arrangements organised appropriately?

6. Social inclusion and participation

- Are pupils supported to work and play alongside their peers?
- Are group activities and classroom routines inclusive?
- Are differences treated respectfully and are bullying or exclusion concerns addressed?
- Are opportunities provided for peer support, collaborative working and group activities?
- Have groupings been considered carefully, including friendship groups, mixed-ability groups and specific pairings where helpful?
- Are differences in disability, race, gender, ethnicity and religion treated with respect?
- Do staff actively promote mutual respect and know how to respond to bullying, harassment or exclusion?

7. Unexpected situations and safety

- Are staff aware of the arrangements for supporting pupils during unexpected incidents, including evacuation, fainting, seizures, incontinence and medical emergencies?
- Are individual arrangements understood by all relevant staff, including those providing cover or support outside the usual classroom?
- Have any additional arrangements required for changes in routine, activities or location been considered?

8. Assessment and progress

- Are assessment activities and materials accessible to all pupils?
- Are alternative methods of demonstrating learning considered where appropriate, such as verbal responses, practical demonstrations, video recording, peer assessment or self-assessment?
- Are pupils involved in reviewing and assessing their own progress wherever appropriate?
- Does assessment recognise the achievements and progress of all pupils, taking account of their individual needs?
- Are modified materials or other assessment arrangements required?
- Are pupils able to demonstrate their learning in an appropriate way?

Staff should seek advice from the SENCO where they are unsure how best to meet an individual pupil's access needs.

Appendix 2

Annual review and monitoring record

This template may be used by the Headteacher, SENCO and School Business Manager to record the annual review of the Accessibility Plan and report progress to Governors.

Review area	Notes / evidence / actions
Actions completed during the year	
Actions outstanding and reasons	
Changes in the needs of pupils, staff, parents or visitors	
New accessibility issues identified	
Resources or funding required	
Feedback from pupils, parents and staff	
Priorities for the next year	
Date reviewed / reported to Governors	