



Accessibility Plan Template for St Ralph Sherwin Catholic Academies 2025-2026 Accessibility Plan

Name of Academy: St. Thomas 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 extra curricula activities are accessible to all pupils.	When extra curricula activities are offered to all children – make specific contact with students with SEND and their parents to encourage participation, paying attention to the needs of the student and the accessibility of the activity. Where needed make adaptations to allow all students access. - If non-school staff/external agencies are carrying out the extra-curricular group, they are to be informed of any pupils with SEND.	Students will develop skills socially and physically. These sessions will aid concentration in class and provide a wider range of opportunities to develop new skills that are not necessarily academic.	Ongoing throughout the year.	SENCO and class teachers
To implement the EEF's '5 a day' principle in classrooms.	Teachers to use the 5 principles (Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) during all lessons.	When these strategies are embedded and used for all, pupils with SEND will also make good progress.	Ongoing throughout the year.	SENCO and teachers.



To make all lessons, including physical activities, accessible for pupils where they can achieve their full potential.	- Reasonable adjustments made to planning or resources to allow pupils to access the lesson. For example, physical literacy interventions, shorter sessions etc. - Extra adult support put in place where required. - More time given to pupils to complete a piece of work at a pace that works for them.	Children will make progress and feel confident in their lessons.	Ongoing	All staff
To ensure that school visits and residential are accessible for all pupils.	- Thorough risk assessments to be carried out prior to organising school visits. - Staff to visit venue prior to visit to check accessibility of building/area. - Staff to have risk assessments for any SEND pupils on a residential, ensuring they are clear on medication, physical needs etc.	All children will be able to attend a school trip that will benefit their personal development.	Any trips throughout the year.	All staff on trips



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 that pathways of travel around school, including the car park, are safe and well signed.	- Clear signs around school. - Handrails on all stairs around school. - Staff to know the points around school to take any pupils with a disability, avoiding steps, using the ramps etc.	Children will have safe access to school and will transition around the building in a safe manner	Ongoing	Head teacher Estates team Staff
To ensure that the size and layout of all areas in school allow access for all pupils.	- Classrooms to have a safe layout to allow children to access them. - The hall and dining area to be set up to give safe access to all. - Doorways to be a reasonable size so children can enter and exit easily. - When planning classes for the new academic year, ensure SEND pupils are placed first and in a classroom that will be accessible for them. - Handrails on all stairs around school.	Pupils will be able to access areas of school safely.	Ongoing and regular health and safety checks throughout the year.	Head teacher Estates team Staff
To ensure that	- Fire and lockdown drills to	Children are aware of the signs and	Ongoing	Head teacher



emergency and evacuation systems, including alarms, are both visual and auditory.	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. - Personal Evacuation Plans in place for SEND children if needed.	signals that show when they may need to evacuate a building and they are able to do so safely.	and tested termly.	Estates team
To have signs and symbols in place around school.	- Visual timetables - All rooms in school to have a sign on. - Entry and exit signs - Resources in classrooms to be clearly labelled	Pupils are able to access the physical environment independently.	Ongoing	All staff



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 use advice from outside agency specialists, to differentiate lessons and resources to allow all students to meet the requirements of a lesson.	-Adapting books/worksheets/texts to ensure that children with visual needs are able to access learning -Using advice from ASD/ visual support team following observations in class -Using a wide range of interventions to allow the student to access learning as much as possible in the classroom -Lesson observations to see how students with SEND are accessing learning in line with students without SEND	Students with SEND will be making good progress. Students with SEND will have more confidence in their ability and will have strategies in place that will support learning to reach their potential.	Ongoing throughout the year	SENCO
To provide specific training for staff to ensure that they are familiar with relevant areas of SEND, the practices required and the resources	Identify staff that require training in these areas and ensure that relevant training can be provided to support the needs of the child. Share the Teacher Handbook: SEND by Nasen	Staff will have more confidence in their choice of action to support the needs of a student with SEND. This will impact on the student through ensuring that they can access the curriculum, knowing that their needs are being met.	Ongoing throughout the year	SENCO



that will support the students with SEND.	with staff and have it available to refer to if needed (On Teams). - Other relevant information available on Teams.			
To keep records up to date so all staff are aware of pupils with disabilities.	- Learning Plans for SEND pupils in class information folders. - SEND plans to be updated termly and shared with parents and staff involved with the pupil. - Any reports from outside agencies to be added onto Edukey so staff have an up-to-date record of any advice/resources.	Staff are aware of how to best support their pupils. Record keeping will allow for smooth transition between year groups/schools in the summer term.	Termly	SENCO Pastoral Lead All staff