



Accessibility Plan

St. Sebastian's R.C. Primary School 2025 - 2026

Priority 1: Environment

Target Issue	Implementation (what)	Implementation Outcomes	Who	Timeframe
<p>To improve the physical environment and to maximise accessibility and participation for all.</p>	<p>Renovate hall floor. Extend lunchtime supervisor's hours to sweep and mop hall after lunch. Purchase garden tools, trowels, gloves, spades, forks and plants. Review use of outdoor play space and provision available to extend pupil offer. Designate staff to specific outdoor activities in sectioned areas. Provide additional training for lunchtime supervisors in delivering lunchtime provision. Purchase shed to store resources for use in zoned areas. Purchase additional equipment/resources to enable access by all and support range of skills including problem solving, motor skills, large play, small table-top games and an additional table surface for KS1 outdoors. Add further ordinarily available resources, e.g. sensory circuits. Provide training, guidelines and checklists for staff to ensure all classrooms adhere to the inclusive classroom strategies and avoid cognitive and sensory overload. Establish consistent whole school approach to ordinarily available resources. Replenish visualisers in all classes. Ensure there are clear designated quiet and calming spaces for pupils. Review use of downstairs corridor space (quiet during lesson times) and hall space (interior wall within storage cupboard). Purchase new calming sensory water feature. Promote ownership of maintaining clutter free shared spaces. Seek recommendations from the sensory team to refine sensory room making it a more calming space. Replenish resources in the sensory room to implement these recommendations. Minimise furniture around perimeter of hall. Remove obstructions from corridors, purchase outdoor suits, adjustable height steps, utensils, non slip mats, table and chairs to support pupil with physical needs. Purchase chairs and tables for all upper floor classes which are correctly sized to support posture. Purchase non-slip mats at entrance and exits. Replace internal doors in EYFS. Add safety locked kitchen door in Nursery and a safety gate to sensory room. Replace shed roofing and review and maximise use of these spaces in EYFS. Purchase fold up space saving chairs for the hall. Add perspex panel to first floor landing. Complete regular audits of indoor and outdoor floor surfaces/additional rugs causing trip hazards.</p>	<p>Continued improvements to the physical environment made with safety, accessibility and wellbeing of all considered.</p> <p>Environment indoors and outdoors supports engagement of all pupils.</p>	<p>Headteacher, Office staff, SENCO, All staff</p>	<p>Summer 2026</p>

	<p>Maintain resources for Gardening Club use. Ensure individual pupil inhalers/health plans are clearly signposted for cover staff and ensure inhaler bags and first aid kits are always taken when outdoors. Complete annual inspection and reparation of finger guards in all doors. Complete Sport Safe checks. Complete annual Health and Safety at Work and Place2Be surveys. Ensure resources and aids in the classroom support pupils with physical or visual impairments.</p>			
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Priority 2: Curriculum

Target Issue	Implementation (what)	Implementation Outcomes	Who	Timeframe
<p>To deliver an inclusive curriculum which promotes maximum participation by all.</p>	<p>Deliver training on Rosenshein principles. Design a consistent whole school approach to teaching and learning , roll out to staff and monitor implementation. Support staff with lesson planning and content delivery ensuring content increases gradually from simple to complex and not a simple sequence of topics. Buy in training on adaptive teaching methods – Karen Morris. Share further EEF materials to support inclusive teaching and learning. Explore and implement whole school agreed methods/scaffolding/adaptive teaching aids across the curriculum. Establish best practice – retrieval/working Memory/promoting independence through scaffolding. Ensure key knowledge and non-negotiables are clarified with all staff. Establish toolkit indicating consistent ordinarily available provision for all pupils across school and ensure shared vision is apparent, e.g. widgit symbols used across school.</p> <p>Access the Tutor Trust to support 16 children in Y5/Y6 in maths. 15 week programme.</p> <p>Continue refining the school's relationships and behaviour approach in consultation with the EP. Develop the use of solution circles as a consistent whole school approach to support pupils with SEND. Buy in support for ECT staff with behaviour strategies – Mike Glazebrook. Buy in additional EP support and enhanced SALT therapy. Implement action plan and achieve Emotionally Friendly Schools status. Buy in Place2Be to deliver therapeutic work. Buy in Mapas Service. Deliver Zones of Regulation programme in all year groups.</p> <p>Buy in sports coach and after school club staff to run range of physical activities.</p> <p>Replenish essential equipment/adaptive teaching resources (e.g. lego kits, cause and consequence toys, wobble cushions, pen grips, coloured acetates, timers, chair bands, raised boards, buff paper, therapy..).</p> <p>Use weekly TA meetings to mirror whole school agenda (ongoing). Analyse performance, identify barriers and provide well matched targets and intervention to boost</p>	<p>Inclusivity established.</p> <p>Provision is available to all.</p> <p>Adaptations support and maximise learning.</p> <p>Targeted intervention in place boosting performance.</p> <p>Staff skills further developing.</p> <p>Reasonable adjustments made to maximise pupil potential and attainment.</p>	<p>Headteacher, SENCO, LA SEN Lead, Office staff, SLT, English/Maths Leads, Place2Be All staff</p>	<p>Summer 2026</p>

	<p>performance (ongoing). Access and allocate training (incl, speech production, colourful semantics, Team Teach, 4 stages of communication, RWI phonics, boosting maths performance). Seek external support for appropriate adaptations for individuals, e.g. OT – ongoing. Increase staff skill set to support learners with additional needs.</p> <p>Plan, provide for and where necessary (Y6) apply for access arrangements to support pupils taking tests. Support all other pupils across key stages with additional adults when completing internal tests.</p> <p>Employ an attendance officer to build relationships with parents and promote entitlement. Promote parental engagement through range of activities across year alongside child. Develop workshops for parents and access specialist services to provide guidance for parents.</p> <p>Lease new minibus to enable greater number of enrichment activities. Purchase insurance. Develop policy. Train staff.</p>			
<p>To ensure positive attitudes/gospel/ British values to disability and diversity are fostered.</p>	<p>Launch class Catholic Social teaching values and purchase of related soft toys. Confirm SMSC opportunities permeate curriculum. Organise special days, such as St. Sebastian's Day and deliver workshops which can explore key values, e.g. printmaking scripture workshop linked to gospel values. Hold assemblies which explore attitudes, modern families, beliefs, culture, world issues and religion (ongoing). Enhance PSHE programme with additional workshops. Deliver specific themes and community events to promote tolerance, such as understanding neurodiversity. Review and ensure subjects are led with equality in mind and that all staff understand the need to protect children against indirect discrimination and the reasonable adjustment duty. Complete behaviour plans and risk assessments for individual pupils and use Evolve tool when planning enrichment off site (ongoing). Redefine pupil groupings, e.g. Laudato Si, Mission Team and engage staff in leading teams and developing action plans Regularly capture pupil voice and use tools such as Talking Mats to capture views. Share accessibility, equality and inclusion duties as Catholic educators with governors.</p>	<p>Staff able to draw out key issues in activities, assemblies.</p> <p>Pupils given opportunities to explore and understand equality.</p> <p>Community cohesion permeates school and curriculum and further promoted via special days, themes and activities.</p>	<p>Headteacher, SENCO, RE Lead, Subject Leads, All staff.</p>	<p>Summer 2026</p>

Priority 3: Information

Target Issue	Implementation (what)	Implementation Outcomes	Who	Timeframe
<p>To ensure school information is accessible by all, including parents, carers, staff as well as pupils.</p>	<p>New phone system to be installed. Provide visuals to accompany written information and widgeit signposting around school. Offer ongoing options for parents to enlarge/translate email documentation or have paper copies. Phone interpreter services accessed for individual parental communication, as necessary. Provide parents with signposts to helpful services in person, via email, on the website, including SIASS. Policy folder containing statutory guidance kept in office and available to parents. Replenish noticeboards and establish external noticeboard. Introduce FLO to new families. Target and invite parents to coffee mornings.</p> <p>Update pupil friendly documentation. Ensure pupils are familiar with the website and it is accessible to all, including pupils with SEND.</p> <p>Continue rolling programme of policy sharing with staff. Ensure all new staff are familiar with evacuation and code blue procedures.</p> <p>Maintain/disseminate up to date medical training and medical plans, agreeing suitable emergency procedures. Ensure easy access for all staff to medical folders, including asthma registers and dietary needs. Ongoing. Draw up/share individual risk assessments/evacuation procedures for those with specific needs ensuring reasonable adjustments are planned for off-site or extra-curricular activities. Ongoing.</p> <p>Allocate red ball in all areas to convey message in emergency. Ensure pupils are aware of local services which they can access for recreation and for support.</p>	<p>Information is shared in various ways suited to additional needs.</p> <p>Managing safety and medical needs are prioritised.</p>	<p>Headteacher, SENCO, Office staff, FLO, All staff, EMTAS</p>	<p>Ongoing</p>