

# **St Katherine's School & Nursery**



## **Accessibility Plan**

Date of Policy: January 2026

## **Vision Statement**

At St Katherine's School & Nursery we believe that every child should have access to a broad, balanced, relevant and scaffolded curriculum. This should take account of their individual strengths and needs and also allow each child to learn and achieve their limitless potential.

This Accessibility Plan sets out how our school will increase access to education for disabled pupils, following its legal obligations, as set out in the Equality Act 2010, with particular focus on those pupils currently within St Katherine's School & Nursery.

## **Definition of Disability & Legal Background**

According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils and staff because of sex, race, disability, religion or belief and sexual orientation'.

## **Current Needs**

These may include:

### Medical Needs - Diabetes, asthma, allergy, suppressed immune system

All staff will be made aware of a child with these needs, all necessary training provided to staff and access to medical equipment ensured.

### Visual Impairment (Including Visual Stress)

Any child with a visual impairment will be appropriately placed in the classroom and suitable material used to accommodate the difficulty.

### Hearing Impairment

Any child with a hearing impairment will be appropriately placed in the classroom and suitable material used to accommodate the difficulty.

### Dyslexia/Autism/ADHD

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

### Physical Needs - dyspraxia, cerebral palsy

All staff will be made aware of a child with physical needs and all necessary training and equipment provided.

### Mental Wellbeing

All staff will be made aware of a child who may need support regarding mental wellbeing and nurture staff deployed to support child.

## **Three Focus Areas**

### School Curriculum

Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

### School Environment

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

### Written Environment

Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **Provision Consideration**

This plan was based on considering the above needs and considers the below:

- Preparation for entry to school.
- The curriculum - teaching and learning.
- Classroom organisation.
- Timetabling for individual and groups of children.
- Access to site facilities.
- Sports facilities.
- Access to school trips and residential.
- Access to clubs and extended day.
- Access to future buildings.

# Curriculum

Aim 2025-2026	Current good practice 2025-2026	Actions to be taken Person Responsible 2025-2026	Success criteria 2025-2026	Impact of actions of 2025-2026
<p><b>Increase access to the curriculum for children with a disability, with particular focus on curriculum areas updated this year and on vocabulary.</b></p>	<p>St Katherine's offers a scaffolded curriculum for children of all abilities. Learning is adapted and personalised to ensure that children are able to access the curriculum fully.</p>	<ul style="list-style-type: none"> <li>• The continuous adaption/ scaffolding of the curriculum. (SENCO/Subject Leaders)</li> <li>• Consistent approach to pre-teaching of key vocabulary. (SENCO)</li> <li>• Key vocabulary highlighted and focused in lessons. (Subject Leaders)</li> <li>• Ensure CPA approach in mathematics – concrete, pictorial and then abstract to meet the needs of all learners. (Math Lead)</li> <li>• Ongoing training for staff to focus on developing their understanding of adaptive teaching. (SLT)</li> <li>• PPM meetings identify children's needs and provide CPD as required. (SLT &amp; SENCO)</li> <li>• Early identification of SEND needs document created and distributed to staff. (SENCO)</li> <li>• As required, carry out screening of children to identify needs. (SENCO)</li> <li>• Work alongside professionals to support children's needs. (SENCO/FLO)</li> </ul>	<p>All children's needs, including those related to their well-being is:</p> <ul style="list-style-type: none"> <li>• swiftly identified</li> <li>• actions ensure children fully access the curriculum</li> </ul> <p>This results in children making at least expected progress and existing attainment gaps between SEND and non-SEND children are diminished.</p>	<p><b>Target</b></p> <p><b>Increase access to the curriculum for children with a disability.</b></p> <ul style="list-style-type: none"> <li>• Children needing support are clearly identified, in a timely manner.</li> <li>• Screening supports next steps. For example, speech and language screening – leads to focused speech and language support, both in school and through external agencies 'Speech Bubble'.</li> <li>• Lessons across the curriculum are adapted/scaffolded to allow all learners to access curriculum.</li> <li>• Focused training ensures staff are consistent in the approach to school strategies and particular needs.</li> <li>• Nurture staff continue to develop within their role. A range of structured/non-structured support means children's needs are met. This is evaluated by nurture staff in the reduction in children who access their support over the year – showing positive impact.</li> <li>• The Dog Mentor broadens their role and impact within the school. Impact is evidenced through case studies, particularly for SEMH need.</li> </ul>

		<ul style="list-style-type: none"> <li>• Nurture staff continue to offer support across the school. (FLO &amp; Nurture Lead))</li> <li>• Further develop the role of the Dog Mentor. (Deputy Head)</li> <li>• St Katherine's to have a QAR from Challenge Partners to highlight strengths and next steps. This will also include SLT reviewing the SEND provision at other schools. (SLT)</li> </ul>		
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## Physical

Aim 2025-2026	Current good practice 2025-2026	Actions to be taken Person Responsible 2025-2026	Success criteria 2025-2026	Impact of actions of 2025-2026
<p><b>Improve and maintain the school environment to meet the needs of all children.</b></p>	<p>Specific children are provided with equipment, including specialist equipment, which have been implemented and adapted to ensure that children access the curriculum.</p> <p>Classroom positioning arrangements are well considered for specific children.</p> <p>Rigorous transition arrangements ensure that new class teachers are</p>	<ul style="list-style-type: none"> <li>• Additional resources purchased to further develop the use of the Sensory Circuits room. (SENCO/FLO)</li> <li>• The FLO and Nurture Lead to further develop the Forest School, which will lead to children to have:               <ul style="list-style-type: none"> <li>○ Improved physical, emotional, social and spiritual wellbeing.</li> <li>○ Improved develop confidence and self-esteem.</li> <li>○ Improved team work and communication skills</li> <li>○ Greater resilience - overcoming challenges or need to changes plans, builds resilience.</li> </ul> </li> <li>• Forest School timetabled for Reception and KS1 so that all children have access</li> </ul>	<p>School environment ensures all children's needs are met allowing them to fully access the curriculum.</p>	<p><b><u>Target</u></b>  <b>Improve and maintain the school environment to meet the needs of all children.</b></p> <ul style="list-style-type: none"> <li>• Well organised and personalised classrooms and environments support learning.</li> <li>• Nurture rooms continue have a positive impact on pupil engagement and support them to be 'ready to learn'.</li> <li>• New resources further enhance the Sensory Circuits room, which supports children to regulate and be 'ready to learn' in the classroom.</li> <li>• A greater proportion of children benefit from accessing the Forest School environment, which is effectively utilised to support children's physical and SEMH needs.</li> <li>• Resources (such as writing slopes/wiggle cushions/fidget toys) continue to be used effectively to mitigate children's barriers to</li> </ul>

	<p>explicitly aware of children's needs.</p> <p>There is a high expectation that children's learning environment is effectively adapted to the needs of all children.</p>	<p>to and profit from this learning environment. (SLT)</p> <ul style="list-style-type: none"> <li>• A bespoke Forest School programme is implemented for vulnerable groups of children throughout the school. (Nurture Lead)</li> <li>• Ensure that all children are active and engaged in playground activities. (PE Lead and PASS consultant).</li> <li>• Sharply track SEND children's attendance in extra-curricular clubs, to reduce any discrepancies in when compared against their peers. (Deputy Head)</li> </ul> <p>The above actions will contribute to creating a more positive mind-set within the classroom and support children to be 'ready to learn'.</p>		<p>learning and ensure that they can access the curriculum.</p> <ul style="list-style-type: none"> <li>• The playground is zoned so that children can experience a range of activities, which leads to higher levels of activeness for all.</li> <li>• A high number of SEND children participate in extra curricular activities.</li> </ul> <p>Evidenced through learning walks, trust M&amp;A reviews and external review (Challenge Partners QAR).</p>
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# Written

Aim 2025-2026	Current good practice 2025-2026	Actions to be taken Person Responsible 2025-2026	Success criteria 2025-2026	Impact of actions of 2025-2026
<p><b>Improve the delivery of written information to children and parents.</b></p>	<p>Consistent use of visuals in classroom for support (visual timetables, task management board etc.)</p> <p>Well labelled classrooms encourage independence of learning.</p> <p>Translation programmes and labelling support children to access information.</p> <p>Open door approach by staff ensure parents confidently access support in completion of forms. Coloured paper/ overlays helps children with visual stress to record ideas.</p> <p>SENCO and FLO work with parents to complete forms if this is a barrier.</p> <p>Reading pens used by several children in KS2 so that they can access the curriculum.</p>	<ul style="list-style-type: none"> <li>• Curriculum knowledge organisers updated to aid children’s access to learning. (Subject Leaders)</li> <li>• Consistent approach to pre-teaching of key vocabulary to support children to produce written ideas. (SENCO)</li> <li>• Further develop teachers use of Widgeit (picture communication) to support children to access the curriculum.</li> <li>• Talk 4 Writing approach becoming embedded, including the frequent rehearsal of story maps, which will support language acquisition and application in children’s writing. (Writing Lead)</li> <li>• Staff receive colourful semantics training to support the scaffolding</li> </ul>	<p>Visual communication strategies ensures that all children can confidently access the learning and school environment.</p> <p>All parents are aware of what is happening at the school via written correspondence and the school website. Where necessary, they receive effective support from the school to access and respond to key information.</p>	<p><b>Target</b> <b>Improve the delivery of written information to children and parents.</b></p> <ul style="list-style-type: none"> <li>• Consistency of visual timetables reduces child anxiety and enables them to be ‘ready to learn’ in the classroom environment.</li> <li>• Well labelled classrooms, with effective displays/ scaffolds, encourages independent learning.</li> <li>• Parents recognise and appreciate the support offered by SLT/the FLO and office team to enable them to access and respond to written information. As a result, parent/school relationships strengthen.</li> </ul>

		<p>of children's sentence composition.</p> <ul style="list-style-type: none"><li>• English and Maths learning journeys displayed in class so that children have access to key scaffolds (core learning and topic learning). (Teachers)</li><li>• Continued focus on stem sentences across the curriculum to support children communicating their understanding in writing. (SLT)</li><li>• Stem sentences used to support children communicating their understanding both orally and in their writing.</li><li>• Review documentation on the website to ensure that it is fully accessible to all parents.</li><li>• Ensure that support is put in place for parents to access written material and complete forms.</li><li>• The FLO/ office team are aware of parents who may need support to access and respond to written</li></ul>		
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		information/ material. They provide the necessary support to enable them to do this.		
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Appendix 1 **Section 3: Access audit – Updated January 2026**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Access to school environment	School has accessible areas leading to KS1 and KS2 with no steps.	Identify areas where access may be restricted and devise suitable management plan to improve access and/or implement suitable procedures where reasonably practicable (If and when budget allows).	Site manager/ Trust Estates Manager	On-going
		Permanent pathways around school to be maintained to allow all weather access to classrooms and school buildings.	Site manager	On-going
		School Health & Safety and Conditions Walk to be utilised to monitor access suitability and opportunities for improvement	SLT	On-going
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions. Termly audits and inspections used to monitor compliance	All school staff Site Team	On-going
Fire alarms	Currently auditory alarm in place. Some visual beacons around the school.	Assess if/where additional Visual fire alarms may be required and devise medium/long term plan for installation.	Site manager SLT	Completed

		Suitable planned Personal Emergency Evacuation Plan (PEEPS) measures to be in place if visual alarms are required but not available	SLT (SENCO)	On-going
		Assessment of new and redeveloped areas to be completed to ensure visual alarms are installed where required	Site manager SLT (SENCO)	When required
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Identify locations of doors that require additional viewing panels and devise long term plan for upgrade.	Site manager SLT	On-going
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager	On-going
	Suitable planned Personal Emergency Evacuation Plan (PEEPS) required	PEEPS are considered as part of Fire Risk Assessment and are in place and implemented for vulnerable children when required	Site manager SLT (SENCO)	On-going
Access to Curriculum	Ensure all children can equally access curriculum.	PPM meetings and learning walks monitor curriculum access.	SLT Curriculum Leaders	On-going