St Francis of Assisi Catholic College

'Nil satis optimum'

Accessibility Plan

Approved by:	Ful Governing Board	**Date:** September 2025
Last reviewed on:	September 2024	
Next review due by:	September 2026	

Introduction Disability is defined as follows by the Equality Act 2010:

"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty:

• Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services

• Not to treat disabled pupils less favourably.

• To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

• To publish an Accessibility Plan

St Francis of Assisi Catholic College is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

2. Improving access to the physical environment of the school. This includes the provision of physical aids where required to support access to education.

3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print and/or Braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

Assessment of existing provision

1. Physical Environment

• The school is fully wheelchair accessible throughout with lift access to all areas available and refuge points identified for use in the case of an emergency.

• 2 x evacuation chairs have been installed in identified cluster stairwells and staff trained in their use to ensure ability to evacuate from refuge points if required.

• There are accessible toilets and hygiene facilities throughout the school. There is a winching facility in a defined and fully equipped medical room.

• Accessible parking spaces are available directly in front of the school building.

• The emergency evacuation system meets the needs of all disabilities.

2. Curriculum

• A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.

• All pupils are encouraged to take part in a range of physical activities, with modifications where needed.

• The school monitors all visits and clubs to maximise availability and participation of all pupils.

• Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being addressed by specifically identified staff under instruction from parents and medical experts.

• The school employs staff to support the emotional needs of all pupils both in school and during transition to other schools.

• Inclusive venues for residential visits have been identified.

3. Written Information

• Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language, etc.

• The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the Equality Act 2010 is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEND/Inclusion Policy. This Accessibility Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.

2. The plan will be informed by feedback from parents, pupils and people with disabilities.

3. The plan will be kept under a minimum of an annual review and revised as necessary.

4. The plan will be published (e.g. on the school's web-site) and is available on request, along with comment about progress.

5. The plan will be subject to monitoring by OFSTED during inspections.

This plan is available in the following formats, on request to the school office:

• e-mail and enlarged print version

1) Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

St Francis of Assisi Catholic College has made some positive strides in improving the physical environment of the school to support students with disabilities. The school has undertaken site improvements, such as installing ramps and widening doorways, to enhance accessibility.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure all classrooms and learning spaces are fully accessible for students with physical disabilities	- Conduct a comprehensive audit of the school's physical environment to identify any accessibility barriers - Develop and implement a plan to address identified accessibility issues, including installing additional ramps, lifts, and adjusting door widths as needed - Provide training for all staff on creating inclusive and accessible learning environments	- All classrooms and learning spaces are fully accessible for students with physical disabilities - Positive feedback from students and parents/carers on the improved accessibility of the school environment	Business Manager Site Manager SENCO	Within 12 months
Enhance the accessibility of the school's outdoor spaces and facilities	- Review the accessibility of the school's outdoor areas, including playgrounds, sports facilities, and green spaces - Implement improvements to ensure these areas are accessible for students with disabilities, such as providing smooth, level surfaces and appropriate signage	- All outdoor spaces and facilities are accessible for students with disabilities - Positive feedback from students and parents/carers on the improved accessibility of the school's outdoor areas	Site Manager SENCO	Within 18 months

	- Engage with students with disabilities and their families to gather feedback and input on the accessibility of outdoor spaces			

2) Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

The school also has a strong focus on adaptive teaching, with staff trained to differentiate lessons and provide additional support for pupils with disabilities to ensure they can fully participate in the curriculum.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure that the curriculum is designed and delivered in a way that is accessible to all pupils, including those with disabilities	- Review the curriculum to identify any potential barriers to participation for pupils with disabilities - Work with subject leaders to make necessary adaptations to the curriculum, teaching methods, and assessment practises to remove these barriers - Provide training for all teaching staff on inclusive curriculum design and delivery	- All subject curricula are reviewed and adapted to be accessible to pupils with disabilities - 100% of teaching staff receive training on inclusive curriculum design and delivery - Feedback from pupils with disabilities and their parents/carers indicates that they are able to fully participate in the curriculum	SENCO Curriculum Leaders	1 academic year

Ensure that all pupils with disabilities have access to appropriate assistive technology and specialist equipment to support their participation in the curriculum	- Conduct an audit of the assistive technology and specialist equipment currently available in the school - Identify any gaps in provision and allocate funding to purchase additional resources as needed - Provide training for staff and pupils on the use of assistive technology and specialist equipment	- Audit of assistive technology and specialist equipment completed - All identified gaps in provision are addressed through the purchase of new resources - 100% of staff and pupils who require training on the use of assistive technology and specialist equipment receive it	SENCO IT Manager	1 academic year

3) Access to information in alternative formats

Current Good Practice

The school has also allocated resources to purchase specialised equipment and assistive technology to enable pupils with disabilities to access learning materials and activities.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
To ensure communication between home and school meets the needs of all learners and their families. Full VI resource preparation in place	Staff to prepare and alter resources as needed with advice from qualified personnel. Letters to parents sent via email will use appropriate software to ensure compatibility with text to speech software or enlarged print copies made.	Hard copies will be offered in various formats on request.	SENCo	Upon request

with appropriately trained staff deployed in the school.				
Improve the availability of accessible information and resources for students with disabilities	- Conduct an audit of the school's information and resources to identify any accessibility issues - Develop and implement a plan to make the school's information and resources more accessible, including providing materials in alternative formats (e.g., large print, braille, audio) and ensuring the school's website and digital platforms are fully compliant with accessibility standards - Provide training for all staff on creating and delivering accessible information	- All school information and resources are available in accessible formats - The school's website and digital platforms meet or exceed accessibility standards - Positive feedback from students and parents/carers on the improved accessibility of the school's information and resources	SENCo	1 Year