

Accessibility Plan - September 2026

St. Adrian's Catholic Primary School



**‘To Learn, To Love, To Live as a
Community of God with Christ as our Teacher’**

www.stadrians.herts.sch.uk

Approved by:	The Full Governing Body	Date: September 2026
Next review due by:	September 2029	

Accessibility Plan 2026-2029

“A nation’s moral greatness is manifested, above all, in its capacity to accompany, protect and love those lives that are most fragile.” Pope Leo XIV

As a Catholic School, we understand that we are all created in the image of God and the life we are given is a gift from God. We have a duty at St Adrian’s to ensure the pupils who are the most vulnerable are supported in the best way possible for them to achieve, belong and thrive.

Our vision

At St Adrian’s Catholic Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of **all** our children matter.

The purpose of this plan is to show how St Adrian’s aims to maintain, develop and improve the accessibility of our school for disabled pupils, staff, parents /carers and visitors. Further information about our SEND arrangements can also be found in the school’s [SEND Information Report](#)

Aims

St Adrian’s Catholic Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The St Adrian's Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils.

The St Adrian's Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Behaviour policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy
- Positive behaviour policy

St Adrian's Catholic Primary School Accessibility Plan 2026-2029

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

Our aim at St Adrian's is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be regularly updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Add notes to the SEND register on Arbor with relevant developments. Ensure Medical register and Care plans are up-to-date on Arbor. Make SEND and medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies (eg.paediatricians) to ensure we receive up to-date reports.	SEND register and paperwork for individuals. Individual health care plans (IHCP)	To be continually updated but checked termly.	SEN and Medical needs will be up-to-date. All staff will be aware of the needs of children. All staff trained on allergies and anaphylaxis and know which children require specific medical support.
Effective communication and engagement of parents.	SENDCo SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meetings with parents and carers. Termly review meetings with parents of children with ILPs and EHCPs.	-Up-to-date ILPs and EHCPs -Rooms for meetings	On going. Termly meetings.	Increased engagement of parents.
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader / Nursery teacher SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. SENDCo to continue positive relationship with Hertfordshire's SEN team to ensure collaboration when transitioning a child with an EHCP.	-Teacher/SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.

Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SLT and SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc . DSPL7 outreach, Teacher of the Deaf. TA training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers who need bespoke guidance for pupils.	-Staff meeting -TA training -SENDCo/Teachers time -External agency training	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.
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		New staff to have SEN included in their induction to understand the needs of their class.			
Use appropriate assessment tools and activities for children working pre-key stage.	SENDco	Ensure staff are familiar with CAPPS (Colette school assessment) Use other professionals' suggestions for adaptations of the curriculum. SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.	-SENDco/Teachers time - External agency support -Cherry Tree Branch Maps	Annual training Introduced to new staff during induction	Children working pre-key stage will have consistent approaches for assessment and planning via CAPPS Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENDco SLT	To liaise with parents. To liaise with external agencies . Make relevant referrals to external agencies To identify training needs.	-Staff training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.

Appropriate specialised equipment is used to benefit individual pupils and staff.	SENDco	Ipads / Chromebooks available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget tools, chew toys etc. Monitor and observe use of equipment Eg. PECS, visual timetable, wobble cushions etc. Use Widgit subscription to make resources. Sensory areas to support children. Sensory circuits to help regulate children.	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and removes barriers to learning.
Interventions are used appropriately to help children make progress in targeted areas and skills.	SLT SENDco	Track intervention success through YARC/ Dynamo maths / Literacy Gold . Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	-Training on new interventions through external professionals -Resources required to deliver interventions	One year	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.
All children continue to be visible in the curriculum and resources.	SENDco SLT	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.	-Books (inclusive and representative books in the library and in classes) -Teacher-made resources for lessons eg.teaching slides -Visitors	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

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

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of the current cohort.	SENDCo SLT	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are coming.	-Risk Assessments -Time for pre visit if required	On going	All children are able to access all trips during their time at St Adrian's.
Ensure all children feel safe and involved at playtimes.	SLT	Staff and prefects to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team.	-Training for prefects -Lunchtime club for vulnerable children -Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children.
Maintain safe access round the interior and exterior of the school.	Site Manager and SBM	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Safety reminders regularly about parking around school.	-Premise meetings - Premise walk	On going	There is safe access throughout the school No accidents or near Misses reported.
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	SLT	Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Parents could attend extra-curricular clubs with their child if a 1:1 is needed.	-Registers of clubs and extended day - Risk assessments	On going	Children with additional needs would access clubs of their choices with the correct planning and support.

3.Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	Headteacher	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats.	Deputy Head SENDCo	Ensure office staff are able to use approved online translators to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through auditory tools which read letters or policies out to them. Invite parents in who may need support completing forms.	Online translator Tool to read out letters Or a legal translator dependent on the level of technicality of the letter Office time Deputy Head time	On going	Parents are able to access all information and complete forms independently or with assistance.
Improve use of visuals to increase understanding of written information.	SENDCo And staff	Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train all relevant staff members in how to use Widgit. SENDCo to ensure there is a bank of ready made resources for teachers and TAs to access.	Training Time for meetings	On going	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.
Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English.	Deputy Head SENDCo	Use online translation tools in meetings eg.Google translate. Organise translators e.g sign for the deaf to help with parent consultations etc.	Translation apps Translators time.	On going	Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.

