



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

Name of Academy: St John Fisher Catholic Voluntary Academy, Derby

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To provide support for those pupils who may have visual or hearing impairments.	Where required we will provide materials in: - Braille - Large print - Comic Sans font (for pupils with a Dyslexia profile) - an audiotape for pupils who may have difficulty with standard forms of printed information - coloured overlays for visual stress - work presented on a coloured background, not white for visual stress. We work with an Advisory Teacher for Deaf and Hearing-Impaired Children who supports us in making reasonable adjustments and materials for these pupils.	Pupils and prospective pupils will have their visual/hearing needs met so they can fully access the curriculum.	Updated and checked each year as new pupils start.	SENCO Class Teacher
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.	Children will make progress and feel confident in their lessons.	Ongoing	Teaching staff PE coach SENCO



	- More time given to pupils to complete a piece of work at a pace that works for them. -For children here that have physical conditions, we seek advice on how we can support these children (OT). -Physical literacy provision provided when necessary.			
To provide staff with the necessary training to teach and support pupils with SEND.	- Regular CPD for all staff on how to support pupils. - Expert staff (SENCO, Pastoral lead and SEND TA) to keep their training up to date. - Staff voice on their confidence levels with supporting pupils.	Staff will have a clear understanding on how to support and teach pupils with a disability and recognise that each child's needs will be unique.	At least termly where required	SENCO
To organise classrooms for pupils with SEND.	-Ensure that the environment is not too overwhelming for pupils. - Consider seating arrangements and where pupils are best placed. - Ensure equipment and resources are easily accessible for pupils. -Make reasonable adjustments to classrooms based on each cohort's needs. -Sensory profiles are completed by professionals and caregivers to meet individual needs.	Children will be able to access the curriculum in an appropriate environment that allows them to learn and is not distracting.	Ongoing	All staff
To work with outside agencies to provide the	-SENCO to communicate with agencies, such as Speech and Language, to arrange	Specialist support will allow school staff to understand	Ongoing	SENCO Teaching staff



best support for our pupils.	appointments or provide training for staff. -Network with other schools to provide and reflect on best practice.	how best to support our pupils, as well as provide targeted support to allow pupils to progress.		
To ensure that school visits and residentials 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 pupils with additional needs on a residential, ensuring they are clear on medication, physical needs etc. -Staff evaluate visits to prepare for future visits.	All children will be able to attend a school trip that will benefit their personal development.	Any trips throughout the year.	Headteacher SENCO Teaching staff on trip
To ensure extracurricular offers are accessible for SEND pupils.	-Staff to consider meeting all needs when planning their extracurricular offers. - Where necessary, risk assessments to be carried out. - If non-school staff/external agencies are carrying out the extra-curricular group, they are to be informed of any pupils with additional. -Extra adult support planned for clubs if required. -Clubs are planned with children's needs in mind to ensure there are offers that they enjoy and would benefit from.	Personal development of child. Registers will show a strong uptake of pupils with needs attending extra-curricular activities.	Ongoing	SENCO Teaching staff



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. - Staff to know the points around school to take any pupils with a physical disability.	Children will have safe access to school and will transition around the building in a safe manner.	Ongoing and regular checks made.	Head teacher Site manager
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 pupils with additional needs are placed first and in a classroom that will be accessible for them.	Pupils will be able to access areas of school safely.	Ongoing and regular health and safety checks throughout the year.	Head teacher Site manager Staff
To ensure that emergency and evacuation systems, including alarms, are both visual and auditory.	- Fire and lockdown drills to happen termly so children can practice and recognise the signal. - Pupils with additional needs to be given warning of a fire/lockdown drill.	Children are aware of the signs and signals that show when they may need to evacuate a building and they are able to do so safely.	Ongoing and tested termly.	Head teacher Site manager



	- Staff to support pupils with additional needs when evacuating the building. -Evacuation plan for identified children in school.			
To have signs and symbols in place around school.	- Visual timetables - Communication cards on lanyards. - 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 ensure that everyone is made to feel welcome.	-Our curriculum offer is designed to celebrate diversity and to support children's personal development. - Periods in the year like STEM fortnight, healthy fortnight, disability awareness month. - Subjects and reading spines to include exploring people from diverse backgrounds.	Everyone at St John Fisher will feel welcome, happy and safe at our school.	Ongoing	All staff
To ensure that staff remove all barriers to learning and participation.	-Staff to understand how to do this through CPD. - Staff to carefully plan their delivery of lessons and make adaptations for pupils where needed. -Training provided to staff which supports this.	Pupils will be able to access all areas of their learning with support, where required.	Ongoing	All staff
To set high expectations of all pupils.	-Termly pupil progress meetings. - All monitoring to include a section that looks at pupils with additional needs. - Clear behaviour policy that is followed by all members of the school community, with reasonable adjustments made for those who need it.	All pupils will make good progress consistently across the school.	Ongoing termly checks	All staff
To keep records up to date so all staff are	-One-page profiles for pupils with additional needs in class information folders.	Staff are aware of how to best support their pupils. Recording keeping will	Termly	SENCO Class teachers Support staff



aware of pupils with disabilities.	- Additional needs plans to be updated termly and shared with parents and staff involved with the pupil. -Provisions reviewed and updated half-termly. Adjustments made to provisions as an when needed. -All records are filed on our online system which is accessible to all staff. -Staff training on how to keep records up-to-date and how to interpret the information.	allow for smooth transition between year groups/schools in Pentecost.		
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