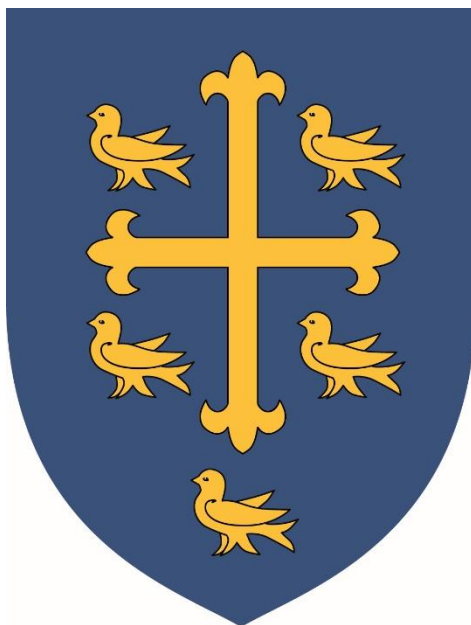


St. Edward's Catholic Primary School



Accessibility Policy 2025-2028

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____
(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on: September 2025

Review date: September 2028

Introduction

At St Edward's we aim to provide a high-quality education. Teaching children the essential skills and knowledge to develop an understanding of the world and to create a natural curiosity and love of learning.

"There are different kinds of gifts, but the same Spirit." First Letter to the Corinthians

This policy has been developed within the spirit and context of our Mission statement Jesus is at the heart of all that we do; and embraces the principles of Catholic Social teaching, prioritising the dignity of the human person and solidarity, recognising our sense of unity and mutual responsibility within our school community. We value every member of our school community and work hard to ensure that all are valued, respected and feel safe. All our children and families are important-our school is enriched by the diversity of ethnicity, culture and faith of its learners. As a school, we strive to ensure equality of access to the curriculum and all learners.

Catholic Social Teaching

Our curriculum aims to provide a holistic education that not only meets the National Curriculum standards but also reflects the values of the Catholic social teachings. By embracing diversity, fostering creativity, and promoting social and spiritual development, we aspire to nurture well-rounded individuals who appreciate the education shaping a harmonious and compassionate society.

Mission Statement

At St. Edward's Catholic Primary School, we believe that "Jesus is at the heart of all that we do." We are committed to creating an inclusive, safe, and supportive environment where all children, including those with disabilities and special educational needs (SEND), can thrive, succeed, and reach their full potential.

Legal Framework

This policy is written in accordance with:

- The Equality Act 2010
- The SEND Code of Practice (2015)
- Children and Families Act 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- Accessibility Plan requirements under the DfE guidelines

Aims

- To ensure all pupils, regardless of need or disability, have full access to the curriculum, school life, and enrichment opportunities.
- To remove barriers to learning and participation.
- To promote positive attitudes towards disability and inclusion.
- To ensure compliance with statutory responsibilities and continuous improvement in accessibility.

Accessibility Objectives and Action Plan (2025–2028)

Objective	Actions to be Taken	Success Criteria	Responsible Staff	Timeframe
Ensure all pupils with SEND can fully access learning content	- Review current use of assistive technology (e.g. iPads, laptops, recording equipment) - Provide staff training on inclusive teaching strategies and adaptive teaching - Ensure curriculum resources and materials are available in accessible formats - Implement a system to regularly review and update accessibility of curriculum content	- Pupils with SEND can independently access learning materials and content - Staff confidently and competently use assistive tools	SENDCo SLT Subject Leads	Ongoing, reviewed annually
Maintain high expectations and support for all pupils with disabilities	- Ensure all pupils with SEND have a Pupil Passport with SMART targets - Monitor progress and celebrate achievements - Provide regular staff training on SEND strategies (e.g. colourful semantics, Attention Autism)	- Pupil Passports are in place and updated termly - Pupils make expected or better progress - Staff demonstrate inclusive practice - Achievements of SEND pupils are visible and celebrated	SENDCo Class Teachers SLT	Ongoing
Ensure inclusive assessment practices, so pupils with SEND can demonstrate their understanding	- Review assessment methods to identify and remove barriers - Train staff on alternative assessments (oral, practical, digital) - Implement a range of assessment tools	- All pupils can demonstrate learning effectively through a range of assessment methods - Staff confidently use	SENDCo Subject Leads Class Teachers	1 academic year

through a range of tools and methods.	-Regularly review and update assessment practices to ensure that they remain inclusive	varied assessment methods to evaluate the progress of pupils -Increased engagement and participation in assessment activities		
Enhance accessibility of school events and activities for those with disabilities	- Review accessibility of all school events and activities such as trips, performances, workshops - Provide sensory spaces, accessible seating - Communicate arrangements clearly and seek feedback	- All school events and activities have appropriate accessibility measures in place - Increased participation of SEND pupils - Positive feedback from families	SLT SENDCo	Ongoing
Improve physical access to the school environment	- Maintain and review physical adaptations (e.g. ramps, lift, disabled toilets) - Consult with Physical Support Team, school nurse team for specialist furniture and equipment - Ensure classroom layout supports mobility and sensory needs	- All pupils and parents can access school facilities - Environment supports diverse needs	Site Manager SENDCo SLT	Annual review

Monitoring and Evaluation

The SENDCo will:

- Monitor implementation of accessibility actions
- Review pupil progress and provision termly

- Liaise with external agencies (e.g. LLSS, CAT, EP, PDSS)
- Report to the Governing Body annually

Partnership with Parents and Pupils

We operate an open-door policy and actively involve parents and pupils in planning and reviewing support. Regular consultations, coffee mornings, and termly Parents' Evenings ensure transparency and collaboration.

Transition and Inclusion

We ensure smooth transitions for pupils with SEND between year groups and to secondary school. Information is shared with receiving schools and additional visits are arranged where needed.

Contact Information

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