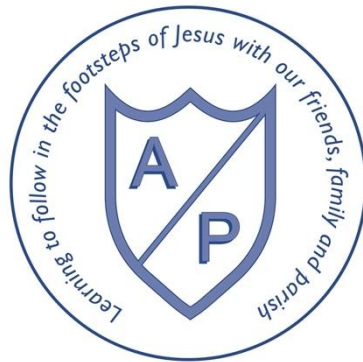


St. John Paul II Multi Academy



Summer 2025

Accessibility Policy

Abbey Catholic Primary School

Date of last review	Summer 2025	Review period	Three years
Date of next review	Summer 2026	Owner	LGB
Type of policy	Statutory	Board approval	July 2025

Summary of Changes	Date
Changed Sports apprentice to 'Play co-ordinator' Provision map changed to impact statements. Review of Cooking and Growing section. Added reference to Hub playground. Staff mental health training added	Summer 2025

Last Reviewed Summer Term 2025

Next Review Date Summer Term 2028

Accessibility Plan

Abbey Catholic Primary School

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Abbey Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to improve the access, progress and participation for children in the following areas:

- with communication and interaction needs.
- with sensory and physical needs
- with cognition and learning needs
- with social, emotional, mental health needs

The accessibility Plan should be read in conjunction with the Schools' Policies, strategies and other documents.

Accessibility Plan

School Name Abbey Catholic Primary School

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with communication and interaction needs.	C//E	For SALT to work with SAL lead and CT to screen all children entering into reception and other children requiring additional SAL provision.	SENCo/ SAL lead	SALT Wellcomm language program Standardised language assessments.	SALT reports DATA SAL reports Improved 'higher quality' teaching - observations	Termly Lesson Obs Termly data collection Ongoing SAL lead to meet HT termly to review and update SEF.
		Communication friendly settings.	PSS/SALT and SENCo	Strategic hours.	Audit outcomes.	Annual review.
		Work with independent SALT to develop communication in Learning Hub.	SALT Independe nt SALT	Independent SALT hours.	Audit outcomes.	Annual review.
		Use of augmentative and alternative communication tools.	SENCo / Erdington SENCo consortium	AAC. Weavechat.	Audit outcomes.	Half termly SENCo consortiu m.

		To use standardised assessment tools to screen pupils who require support with social interactions.	SENCo/ Mentor/ SALT	Talk about	Impact Statement to document; Targets, Baseline, Strategy and Outcomes	Termly assessments.
		To mentor children with communication needs.	Mentor SENCO	Sensory toys Variety of resources relating to specific need. Compass.	CPOMS Discussions with parents 4+1 review sheets from parent's evening.	Daily mentoring. Termly reviews.
		To secure long-term funding for SEND support staff for pupils with complex additional needs.	HT SENCo	LA funding School Budgets	School Budget plan	Annual
		To work with MAC Inclusion Lead to explore long term vision of Multi-academy to establish and deliver appropriate provision for those who mainstream education is not sufficient.	HT SENCo MAC Inclusion lead. Olive Academy.	LA funding MAC long term vision	MAC Long term vision Planning Meetings	Annual

		To establish effective professional relationships with Specialist provision (including resource bases) to enhance practise and provision within the whole school.	SENCo	External links.	Enhanced provision. Staff CPDF Meeting outcomes	Termly
To improve access, progress and participation for children with sensory and physical needs	E	To work with the Hearing Impairment team to review and improve provision for those with Hearing impairment.	SENCo CT SLT Hearing Impairment Team IT technician	Radio Aid	Annual training. Half-termly visits from the Hearing Impairment team.	Termly
		To work with PDSS and appropriate medical staff to support children with complex medical needs.	SENCo. CT. PDSS. Nutricia	SSPP funding.	Annual training and on-going support.	Ongoing
		Develop and Maintain Sensory Space within School including Sensory room and playground.	SENCO	Budget dependable	Day to day use.	Ongoing
		To work with CAT team to audit environment in terms of sensory and physical development.	SENCo CAT team	Budget dependable.	Audit	Annual review

		Develop and Maintain high quality physical provision	SENCo PE Lead Play Coordinator	Sports Premium PE Budget PTFA donation	High quality sport provision at Breaktime and Lunchtime Maintain Outdoor Gym equipment Maintain Trimtrail and Clamber Stack Maintain the SEND play area	On-going
To improve access, progress and participation for children with cognition and learning needs	C/E	To support independent learning in the Enhanced Learning Provision hub through the implementation of 'Work stations'	SENCo SEND support team	Budget dependent.	Monitoring.	On going.
		To support inclusive learning through digital transformation in UKS2.	CTs	iPads. Showbie. Leasing.	Monitoring	On-going.
		To develop and embed a cooking curriculum across school.	SLT	Cooking equipment Perishables.	Pupil Voice X - #designandtechnology	On-going
To improve access, progress and participation for children with social, emotional, mental health needs	C/I	To establish universal provision of emotional literacy through 'Zones of Regulation'	SENCO Mentor PSHE lead	Audit resources Resources identified from audit. Staff and pupil questionnaires	Improves mental health provision throughout the school. Audit and action plan of SLT and EP.	Annual review

		To develop and embed the curriculum to promote mental health throughout the year.	SENCO PSHE Mental health team.	Access to children's mental health resources eg website links/lesson plans Peacemakers documents.	Action plan Updated Peacemakers long term planning. Assembly power points Learning journals.	Annual review
		Promote Care and Behaviour through half termly foci	RE Lead Pastoral Leads. Class Teacher.	Assemblies, video messages sent to families and PeaceMaker time.	Monitoring.	Ongoing.
		Use of Beacon School support services -Behaviour training Use of Compass UK - individual referrals	SENCO Mental health team SLT Beacon School support Compass UK	Access to Beacon School support. Access to Compass UK to refer individuals	Feedback from staff/parents Less incidents of anxiety in school (CPOMs)	Ongoing.
		Staff to be trained in Mental Health - INSET	SENCO SLT All staff	INSET day for all staff – lead by Hugo Metcalf (provider)	Day to day implementation of strategies	Ongoing

Reviewed, agreed and approved at the governing body meeting: 1st July 2025

Key

Abbreviation	Meaning
CSEL	Catholic Senior Executive Leader (Multi-Academy role)
SLT	Senior Leadership Team
SENCO	Special Educational Needs Co-Ordinator
CT	Class Teacher
HSE	Health and Safety Executive
SEND	Special Educational Needs and Disabilities
SAL/SALT	Speech and language/Speech and language Therapist
ASC	Autistic Spectrum Condition
AET	Autism education Trust
SBM	School Business Manager
ITP	Individual Target Plan
TA	Teaching Assistant
SEMH	Social, emotional mental health.
EP	Educational Psychologist