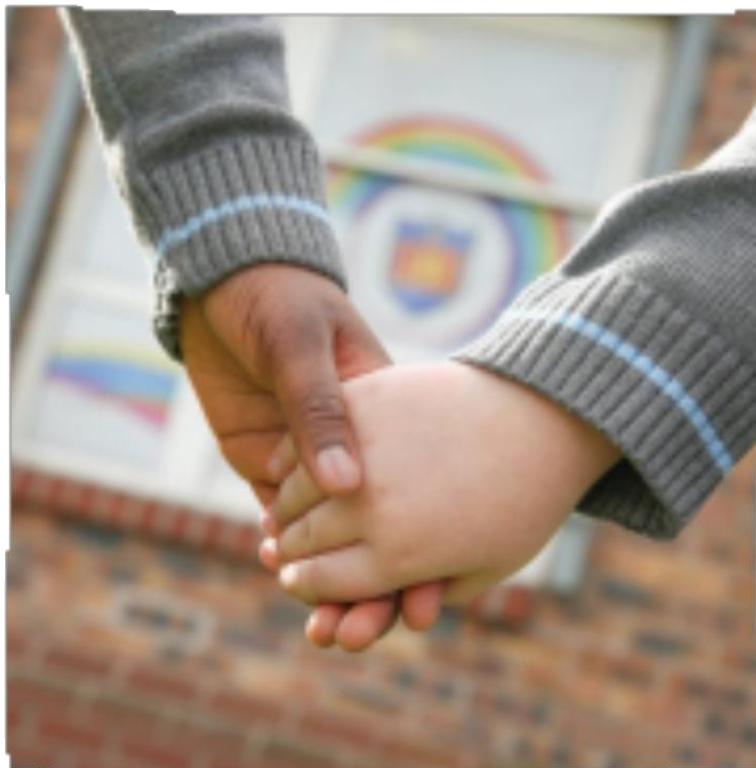




St Matthew's Catholic Primary School

Accessibility Plan

2025-2026



Written: Dec 25
Reviewed: Dec 2026

**Leader: Mrs T Gaskell & Mrs
Chamberlain**

Love, Learn and Shine Together with Jesus

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfES, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

St Matthew's has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The special educational needs policy, SEN information report, Local Offer and publication of equality information can be accessed via the school website matthews.school, or ask for a paper copy at the school office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Access to the curriculum

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

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	Raise awareness of teachers ensuring adaptive teaching is focused upon & approaches to alternative recording in school are further developed.	SLT to audit planning & carry out lesson observations. Provide support/training as necessary. Laptop Seesaw use Coloured/buff paper Overlays	ongoing	All staff are confident and consistent in the range of differentiation strategies and use of alternative recording.	
	Raise awareness of staff on the specific needs of their pupils living with a disability in terms of daily living skills and relationships	SENDCO to ensure that teachers are aware of the relevant issues & provide access to support from other professionals as required.	ongoing	Staff are aware of barriers to learning and how to access additional support for pupils.	
	Ensure relevant staff are aware of disabled children's curriculum access and the SEND code of practice	System of individual access plans.	ongoing	Staff aware of individual pupils' access needs.	
	Ensure all out of school activities are planned to ensure the participation of the whole range of pupils	Consider this issue when trips are in the planning stage to ensure compliance with the legislation.	ongoing	All pupils able to access all school activities.	
	Classrooms are organised to promote and support the participation & independence of pupils. Advice from outside agencies is followed when given/needed.	Review & implement a suitable layout of furniture & equipment to support the learning process in individual classrooms/bases. SLT to carry out an learning walk to review this	ongoing	Lessons should start without the need to make adjustments to accommodate the needs of individual pupils. They should already be in place.	
	To ensure that pupils identified as having dyslexia/dyspraxia/ASD/ADHD/ SPLD/ medical needs have access to a suitable curriculum and adaptive teaching is focused upon to all children to meet achieve National Curriculum learning objective..	Coloured overlays & whiteboards available. Buff coloured paper. Acceptance of a variety of written formats, differentiated homework, marking strategies, multi-sensory approaches. Additional resources, sensory and rest breaks built into individual timetables, visual timetables, expectations appropriately explained.	ongoing	Pupils with SEND will have full access to the curriculum, achieve success and their strengths will be recognised.	
	Use Pre-key stage standards to assess pupils who are not meeting expected levels of progress. Use the engagement model as and when needed.	Train/support staff to make judgements. Moderation of scores. Link Pupil Profile targets to assessment Record standards on tracking and assessment data	ongoing	All children will be included in the assessment process and will have measurable and achievable targets.	
MED TERM	Ensure LSAs have access to relevant training	CPD identified following on from LSA performance management	Ongoing	LSAs to be more skilled & confident in supporting individual children.	
	Ensure Top-up funding is applied for if felt necessary for particular pupils Or assess funding given for those children with an EHCP	SENDCO to observe graduated response, assess, plan, do, review cycle & apply for high needs funding if appropriate	As required	Child is better supported and more barriers to learning are removed if high needs funding is secured	
LONG TERM	To have a transition plan and transition lead. Work with other providers to ensure good communication is embedded.	SENDCO, EYFS and year 6 team to work together to ensure there is sufficient information is passed on to future schools and that we are getting substantial information from schools and nurseries so we	ONGOING (for any)	Children are identified early to ensure when they start school provision is in place	

		can plan for provision when the pupil starts	newcomers /leavers)	And those children leaving St Matthews will have provision in place for them at their new school if needed.	
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Access to the environment

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

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	School is aware of the access needs of disabled pupils	SENDCO and SLT to liaise regularly with outside agencies e.g. OT, PT. Create access plans for individual disabled pupils.	Ongoing	All staff aware of pupil's needs. Children feel valued and part of the whole school.	
	To consider the use of tables & chairs for disabled pupils. E.g. raising of tables if wheelchair uses are admitted to the school.	Liaise with OT service to ensure tables & chairs are at the correct height for children	As required, needs-led	Disabled pupils are able to sit at desks with their peers	
	Ensure that if wheelchair uses are admitted to school that adjustments are made to classroom layout in order to facilitate access. Children with physical needs may have an adapted pick up/drop off time/ access to school carpark	Liaise with OT service, ensure corridors are uncluttered, doors are wide enough etc.	Checked initially Sept 23 then As required, needs-led	Access to parking & school building is maximised	
	Ensure we have the most suitable access for people with a disability or wheelchair user and have an evacuation plan incase of fire or other emergency.	Regular fire drills take place and accessibility walks to ensure Evacuation chair Individualised plans for identified pupils (PEEPS)	Checked annually compliance and School Business Manager	School is meeting fire and health and safety regulations and processes are keeping everyone informed and safe.	
LONG TERM	To monitor the use of the sensory space for children. To look to develop a sensory circuit in school	SENDCO to monitor the use of the sensory area and develop a Sensory area in Key Stage 2	Dec 25	Pupils, who need it, will have access to a sensory space	

Access to written information

Aim : To improve the delivery of information to disabled pupils and parents

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	To ensure that communications with parents are clear and explicit. To value the contributions made by parents and to encourage their participation in their child's education	Parents made aware of the option of coloured paper being used for letters home, Home-School link books used for some pupils, use of plain English, termly reports, parents' evenings twice a year, SEN meetings as requested by parents. As much relevant information as possible available on school website. Encourage parents to sign up to the text service.	ongoing	Improvement of information to disabled pupils and their families.	
	Children continue to develop awareness of their access needs and preferred learning styles. E.g. Dyslexic pupils being able to choose to present written information using mapping techniques etc	SENDCO to remind staff, encourage discussion between staff & pupils	Ongoing	Children are able to articulate their access needs.	
MEDIUM TERM	Children with particular difficulties in presenting information are given opportunities to present their work using ICT	SENDCO to liaise with HT and SBM to ensure we have sufficient resources to do this	ongoing	Children are given alternative methods of presenting their work	
	Children with specific learning difficulties will receive opportunities for typing practice to increase their typing speed, therefore allowing them to use ICT efficiently & with greater impact	SENDCO and teachers to ensure that children are having the opportunity to practice typing skills.	ongoing	Children's typing speed improves which will have an impact on the amount of work they are able to produce.	
	Access & reporting arrangements for end of year tests (particularly end of KS tests) will be reviewed to ensure children with specific learning difficulties are not disadvantaged.	SENDCO and assessment co-ordinator to check	January Annually	Children are able to participate to the best of their ability – tests do not present a barrier.	Reviewed each January
LONG TERM	Consider use of translators/providing information in a variety of languages should the need arise	SENDCO to liaise with EAL co-ordinator/ EMTAS/SIL as necessary SEESAW and other school apps to be used to translate when needed	As required	Written/spoken information is not a barrier to pupils and parents who have English as another language or for those who do not speak any English.	As required

This accessibility plan and the outcomes will be regularly reviewed to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.