

This Policy should be read in conjunction with the St Faith's Admissions, Equal Opportunities and Special Educational Needs and Disability Policies.

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Introduction

The Accessibility Plan for the period from **September 2023 to August 2026** delineates the provisions made by Governing body of the School to improve the school's physical environment to better serve disabled pupils' educational and recreational needs and enhance disabled pupils' participation in the school's curriculum.

This plan includes a comprehensive list of school objectives for improvements to facilities in the immediate, short, medium and longer term, as well as optimising the delivery of information to disabled pupils, ensuring it is as accessible as it is for non-disabled pupils and delivery is prompt and tailored, considering the pupils' disabilities and any preferences indicated by them or their parents.

The plan forms a separate document and is [Appendix 1](#) of this policy and will be reviewed and updated periodically, at least every year.

Accessibility Plan

Ethos and Aims of St Faith's

St Faith's aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all our pupils, and we strive to ensure that every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on the school website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities and which aims to be as inclusive in its admission criteria as is consistent with the maintenance of its academic standards. We strive to be a fully inclusive and welcoming school as our mission statement states, St Faith's provides a broad, inclusive and inspiring education for children up to the age of 13 through a diverse and stimulating curriculum and a

cherishing Christian environment which values the diversity in society and welcomes children from all, any and no religious and cultural backgrounds.

We regularly review and take steps to improve the physical environment of the school to improve pupils with disabilities' access to education and associated services offered by the school. For example, recently we have improved physical access to several buildings on the school site, including the Health Centre.

We provide written information to pupils with disabilities in ways that are user-friendly and consider reasonable adjustments and fully support the pupils in their learning experience.

Our staff use their skills and experience to deploy reasonable adjustments, as necessary. They also regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are effectively managed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Context

As of October 2026, St Faith's has 1 pupil with an EHC Plan. There are an additional 110 children in the SEN Support Category, no Looked After Children (LAC) and 54 have English as Additional Language (EAL).

We have 76 pupils with specific or diagnosed difficulties. These include neuro-developmental difficulties, dyslexia, dyspraxia, hearing impairment, non-verbal learning difficulties, auditory processing difficulties, speech and language needs including pragmatic language difficulties and social communication and emotional needs, including ASD and ADHD. We have 2 children with Diabetes and 1 child with Profound Hearing Loss.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability they might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of St Faith's. We have staff with medical disabilities, and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We will regularly monitor the success of the plan, and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above).

Action Plan

The following has been carefully considered by the School's Accessibility Committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of St Faith's continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

Accessibility Plan

Schedule 10 of The Equality Act 2010 requires schools to have a three-year accessibility plan.

Accessibility Plan Content

The accessibility plan, which will be reviewed annually by the Accessibility Committee, shows how we will:

- Make the curriculum accessible.
- Improve the physical environment of the school for the purpose of increasing the extent to which pupils and parents who are disabled are able to take advantage of education and benefits, facilities or services provided or offered by the School.
- Improve the delivery to pupils and parents who are disabled of information which is readily accessible to pupils and parents who are not disabled.

Appendix 1. Accessibility Plan

The school's governors are responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Improving Access to the Physical Environment

Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Accessibility embedded within estate planning	Ensure accessibility and inclusive design are considered in all capital projects, refurbishments and future masterplanning activity.	Ongoing	Bursar	Accessibility considered at project design stage and barriers reduced over time.
To improve accessibility in School House and Newton	Complete review of access arrangements and implement agreed improvements where feasible.	26/27 academic year	Bursar	Improved access to teaching and support spaces.
Disabled WC provision	Review current provision and determine whether additional disabled WC facilities are required within School House/Newton.	26/27 academic year	Bursar	Appropriate facilities available across the site.
Accessible evacuation arrangements	Annual review of Fire Risk Assessments, evacuation procedures and PEEPs for pupils, staff and visitors with disabilities.	Annual	Safety Officer	Safe evacuation procedures maintained and understood.
Accessible facilities monitoring	Annual review of ramps, parking, accessible toilets and other accessibility infrastructure.	Annual	Bursar	Existing accessibility standards maintained and issues identified promptly.

Improving Access to the Curriculum

Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Specialist support and interventions	Maintain targeted one-to-one and small-group support programmes for pupils with SEND.	Ongoing	Head of Learning Support	Pupils make progress from their starting points.
Effective partnership with external agencies	Continue engagement with Educational Psychologists, Speech and Language Therapists, paediatricians and other specialists as required.	Ongoing	Head of Learning Support	Timely specialist advice supports pupil outcomes.
Staff SEND awareness and inclusive practice	Deliver SEND and inclusion training through INSET and CPD programmes.	Ongoing	Head of Learning Support / Deputy Head Academic	Staff demonstrate effective inclusive classroom practice.
Monitoring progress of pupils with SEND	Continue analysis of assessment data and pupil progress information.	Ongoing	Head of Learning Support, Heads of Department, Deputy Head Academic	SEND pupils achieve appropriate progress.
Medical and wellbeing support	Ensure staff remain informed regarding medical conditions and wellbeing needs through appropriate training and communication systems.	Ongoing	Health Centre, Deputy Head Pastoral	Staff confident in supporting pupils' needs.
Individual support planning	Maintain APDR processes, pupil profiles and individual support plans.	Ongoing	Head of Learning Support	Appropriate adjustments are implemented consistently.
Accessibility of co-curricular provision	Review educational visits, clubs, activities and residential trips to ensure reasonable adjustments are made wherever possible.	Annual	Deputy Head / Trip Leaders	Pupils can participate fully in school life.
Pupil wellbeing monitoring	Continue wellbeing surveys and review outcomes to identify and support pupils requiring intervention.	Annual	Director of Pastoral Care	Concerns identified and addressed appropriately.

Improving Access to Information

Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Effective use of accessibility technology	Provide ongoing training for pupils and staff in accessibility features within Microsoft 365, Adobe and assistive technologies.	Ongoing	Head of Digital Development / Head of Learning Support	Increased confidence and independence.
Accessible website and digital resources	Monitor compliance with accessibility standards and continue development of accessibility features on the website and digital platforms.	Ongoing	Marketing Manager / IT Director	Information accessible to a wider audience.
Accessible staff communications	Maintain availability of multilingual and accessible training materials where appropriate.	Ongoing	Deputy Head / HR	Improved accessibility of staff information.
Accessibility awareness	Promote awareness of alternative methods of presenting information, including audio, video, visual supports and read-aloud tools.	Ongoing	Heads of Department / Head of Learning Support	Increased accessibility of learning materials.
Digital accessibility review	Annual review of website, intranet and key communication platforms against accessibility requirements and user feedback.	Ongoing	IT Director/ Marketing Manager	Continuous improvement in information accessibility.