

St Paschal Baylon Accessibility Plan

Adopted: September 2026-27

Review Date: September 2027-28

Definition of special educational needs

St Paschal Baylon Primary School is dedicated to ensuring that all pupils, parents, staff and visitors to the school have full access to all information and facilities that our school provides and we endeavour to ensure that everyone is included in the life of our school regardless of additional needs or physical disability. This plan outlines our objectives for ensuring that all pupils, parents, staff and visitors have access to the three key areas of our school life. These key areas are

1. The curriculum
2. The physical environment
3. Information

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 (DfE, 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 Paschal Baylon School 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** and the **SEN Information Report** outline 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** and **SEND Information Report** for an outline of our full provision to support pupils with SEND. You will find a copy of our special educational needs policy and the information report on the school website www.paschalbaylon.org.uk.

The table below outlines the school's aims for ensuring that our school is academically and socially inclusive for our pupils, parents, staff and visitors who have SEND.

Key Area	Objectives	Tasks	Timeframe	Success Criteria
Curriculum (Teaching and Learning)	1. To ensure that all pupils with SEND have an individual pupil profile with learning outcomes which focus on preparing pupils for their future.	Ensure staff (including new) are aware of the purpose and format of pupil profiles. Design and implement new pupil and parent voice review formats (SENCO to deliver training) Teachers to complete individual pupil profiles with long term outcomes and share with pupil and parents. All staff to follow the Assess, Plan, Do, Review cycle. SENCO to monitor use and implementation.	Refresher training in Autumn term 2026 Profiles to be completed Termly Monitoring and review 3 x annually. (termly)	All children with SEND will have an individual pupil profile which has been written by the teacher in collaboration with both pupil and parents whose views will be evidenced. The profile will focus around long term outcomes with short term targets agreed that will help the child make progress towards achieving that long term outcome.
	2. To ensure that children with a high level of need are assessed using a method that allows their small steps of progress to be demonstrated and celebrated	Designated role of PIVATs Lead assigned to Assistant SENCO as key point of contact for staff and to monitor pupil progress. Ensure twice yearly assessment cycle is used.	Update training delivered by Assistant SENCO in Autumn term 2026 Assessment 1 in November 2026	Staff have a good knowledge and understanding of how to use Pivats 5 as an assessment tool for high needs pupils and use it appropriately to measure small steps of progress made by

			Assessment 2 in May 2027	individual pupils. Assistant SENCO has overview of pupil progress for the PIVATs cohort.
	3.To ensure that children with SEND can access a broad, knowledge-rich curriculum which allows them to make progress and develop their individual strengths and talents.	Curriculum Subject Leaders to plan a layered, systemic curriculum that has a sequential approach, allowing teachers to deliver specific learning steps to all children including those with SEND. Curriculum Leaders and teachers to adapt teaching of curriculum subjects through the use of resources and an adaptive teaching approach to ensure that all children can access each curriculum subject. Children with very high needs, following a more individualised curriculum will have their learning clearly linked to an appropriate developmental curriculum using the Sensory Curriculum or Branch Maps approach.	Curriculum review ongoing from Sept 2026 Reviewed and monitored by subject leaders and SLT at least half termly as needed. SEND learning walk by SEN team Spring term SENISS to support with implementation of sensory curriculum and use of branch maps for identified individual children. SENCO to monitor.	Children with SEND have equal access to a broad curriculum that allows them to access each subject and develop their individual talents and skills. Individual children with a high level of additional need have access to a curriculum that meets their learning needs and stage of development whilst allowing for them to be included in daily school life.

Physical Environment	1. To ensure access to facilities is maintained and monitored.	Ensure that access is clear to all areas of the school including disabled toilet – check regularly for access. Check and maintain access ramps. Review with individual pupils/families with physical needs whether environment is suitable/ any changes need to be made – make adaptations to Y2/3 toilets and cloakroom area to ensure accessibility	1st check in Sept 2026, then weekly by PD. LK to liaise with pupils, parents, OT and teachers termly	All pupils, parents, staff and visitors with disabilities can access all necessary parts of the school independently and safely.
	2. To ensure that classrooms and resources are accessible and negotiable for all.	Teachers to ensure that furniture is arranged in such a way that all pupils and visitors can access it freely. Teachers to ensure that all resources can be accessed independently by all learners and staff – through the use of visual labels/ furniture at correct height etc. Teachers of pupils with specific physical needs, to ensure any	Teachers to ensure classrooms accessible by Sept 2026 LK to monitor.	Pupils and staff with disabilities can access their classroom / workspace independently and find and use all necessary resources to support their learning/work.

		necessary adaptations are in place to support their needs e.g specialist scissors, writing slope, step for reaching items etc.		
Accessibility of Information	1.To ensure that all information for pupils is presented in a way that all learners can access. Develop the use of visuals in the school through the purchase and use of Widgit.	Ensure that all staff are aware of the variety of ways information needs to be presented to pupils in order for all pupils to access it such as the type, colour and size of font, the use of visual or pictorial cues, the use of ICT to display information, the use of practical resources to cement understanding, the use of 'chunking' and repeating information, the use of buff paper, coloured overlays and appropriate colour of ink on boards. Develop the use of Widgit in the school to create visuals that can help all children including those with EAL and communication needs understand information and communicate more effectively.	LK to deliver refresher in staff meeting in Autumn 2026 LWi to deliver training on use of Widgit to all staff by end of Autumn 2026 SEND learning walk to monitor use and impact of visuals in Spring term 2026	All children, regardless of additional needs, can understand the information being given to them and use it to learn and make progress. All children have access to visuals to support their understanding and communication.

	2.To ensure that all school information is accessible to parents.	Ensure that all SEND policies, accessibility plan, SEND information report are available via the school website and parents are aware of this and the translate option. Inform parents of the inclusive browser and texthelp feature on the Early Help Directory. Encourage parents to use the Parent App as a way of finding out school information Ensure that all parents of pupils with SEND are invited for face to face Planning and review meetings on a termly basis to find out information about pupil's learning and targets and to contribute information. Ensure that parents receive this information (profiles etc) in enlarged font should they require it. Offer parents with Literacy difficulties the opportunity to	LK to monitor – learning walk with CK (SEND governor) LK to ensure this is up to date Oct 2026 & then termly Class teachers to carry out meetings – Termly LK to monitor.	Parents have access to all information regarding the school's SEND provision. All parents of pupils with SEND are given the opportunity to meet with their child's class teacher and gain information about their progress and learning targets. All parents have equal access to information provided by the school regardless of their home language, literacy
--	---	--	--	---

		have any written policies, plans or reports produced by the school read to them or discussed over the phone.		ability or disability.
--	--	--	--	------------------------