



**Accessibility Plan Template for St Ralph Sherwin Catholic Academies**  
**2025-2026 Accessibility Plan**

**St Philip Howard:**

**Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.**

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
By July 2026 all teaching staff will demonstrate to adaptive teaching strategies are embedded in the curriculum	Monitor quality of provision for all pupils	Teachers have and in-depth knowledge of their pupils and, as a result, adapt and personalise the learning to meet the needs of all pupils accessing the curriculum. All pupils will be able to access the whole curriculum allowing better outcomes for all pupils.	Ongoing as part of weekly SEND bulletin. Termly learning walks and monitoring cycles. CPD – Rachel Clayton ISAS - Twilights SIP/DIP	All staff
To identify and implement high quality interventions, where needed.	Monitor current interventions and their success/impact on progress. Purchase additional resources when needed.	Additional resources are explored carefully to ensure they will benefit the children's academic progress once implemented. Monitoring through the assess plan do review framework will demonstrate that the interventions are having a positive impact on pupils' outcomes.	Completed termly or part with through intervention; see Edu-key reviews / data.	SLT, SENCO
To organise classrooms to promote the	Monitor teaching, reviewing resources to ensure that lessons	Learning environments are considered carefully, to ensure they are accessible	Ongoing as part of weekly learning	All staff



consistent participation and independence of all pupils.	meet the needs of all pupils in the class. Classrooms are organised with access to a range of tangible resources to promote the participation and independence of all pupils.	to pupils with impairments e.g. hearing or visual. Increase in all pupils accessing the curriculum. Pupils to self-advocate for their learning needs.	walks and monitoring. Consistency across the classroom expectations	
To develop a programme of staff training to support neurodiverse pupils with focus on key areas of need within the school. 2025-26 focus: Adaptive Teaching	SENCO, ISAS and external agencies to deliver training to all staff through CPD calendar.	Staff members have the skills to support neurodiverse children. Staff fully trained to support specific and individual needs of pupils.  CPD closely linked to school improvement plan.	Regular cycle of SEN staff meetings/ working parties and CPD Cycle	SENCO, ISAS, HOD, HOY, SLT
To liaise with primary feeder schools for Y6 leavers to transition smoothly.	Identify pupils who may need adapted or additional transition. Enhanced and bespoke transition programmes for individuals and groups.	Provision set in place for September start. One-page profiles and class/form profiles, so staff are aware of needs in advance.	As required; Summer term 2026.	SENCO, Transition co-ordinator, Pupil and family support worker. HOY 7
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum, including trips and residential visits, as	Create personalised risk assessments and one-page profiles for individual children. Liaise with external agencies, identifying training needs and implementing training when needed.	Pupils to have access to wider curriculum and positive experiences. Pupils feel included across the curriculum.	Ongoing	All staff who deliver clubs to monitor attendance Trip Leaders



well as extracurricular provision.				
To make better use of IT equipment to support pupils across the curriculum	Laptops to be available to individual pupils to have greater access to learning and to be able to access and record work in appropriate ways.	Pupils more confident in recording works in different formats. Increased skills in touch typing/reader pens/ dictation / docs plus	Ongoing CPD with Rachel Clayton on Immersive reader	SENCO SLT
All school visits and trips to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Ensure pupils with a disability can participate in residential e.g. PGL / Whitehall/ Africa. Ensure a timely risk assessment is completed	All pupils can access all school trips and take part in a range of activities.	Ongoing	SENCO, SLT, Trip Leaders, HOY, HOD
Increase access to the curriculum for pupils with a disability	All children have access to a broad and balanced curriculum delivered through quality first teaching and personalised learning. The curriculum is reviewed to ensure all children make progress.	Update the knowledge organisers to ensure they are accessible for all learners of all abilities.  Provision Maps for all Subjects	Annually  Jan 2026	SLT, HODs
Identify pupils requiring SEND provision and additional support via assessment, tracking and monitoring	Provision identified as early as possible in pupil's school career, starting in year 6 transition.	Appropriate provision to meet these pupil's needs will be provided.	Ongoing	SENCO, TAs and All teachers HOD / HOY Transition co-ordinator, Pupil and family support worker



through assess plan do review process,				
To monitor attainment of all pupils through SISRA / Boxall Profiles / Edu-key.	Progress is made from their KS2 data. Teachers have high expectations of all pupils.	Pupils should make good progress. Termly assessments, data drop, parents evening etc.	Termly/ annually	HODs, HOY SLT, SENCO, Class teachers, external professionals, teaching assistants.



**Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.**

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To maintain safe and clear corridors/ thoroughfares and classrooms.	Keep clear of obstructions, impeding access. Adults in specific places to support direction of travel.	One way systems in place. Clear walkways to have calm and quiet corridors where possible for sensory needs.	Daily checks	Maintenance Team, SENCO, SLT, All Staff
By December 2025 Room 5 /18 / The Sanctuary will be fully equipped as sensory, nurture space. Using attachment aware practices for emotional regulation.	A purpose one to one intervention area where pupils can benefit from nurture opportunities. Rooms 5 /18 and the Sanctuary. PSHE <u>Provisions:</u> Animal Therapy Emotional Literacy Talk About Teenagers Pastoral and Family Support Intervention	Identified pupils will receive additional support. Pupils' self-esteem will increase because of this support and strategies taught to support self-regulation/ independence.	Ongoing	Form Tutors SENCO, Family Support worker, Pastoral managers, HOY, teaching assistants
Ensure pupils with a SEND can take part equally in lunchtime and after school activities.	All clubs to have appropriate resources and all staff to be aware of individual needs.	All children can participate in out of school clubs.	As required	All staff who deliver clubs to monitor attendance Trip Leaders
Ensure support staff have specific training in SEND	Identify training needs at regular meetings.	Raised confidence with staff. Staff to become leads in a particular neurodiverse areas and to share good	Ongoing	ISAT, CPD lead, SENCO



		practise with others during departmental meetings		
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**Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
To ensure availability of written materials in alternative formats when specifically requested.	The school is aware of support services available, such as; SPSS (Sensory and physical support service). The school in turn, will continue to research further strategies to support.	School will be able to provide written information in different formats when required. Coloured paper for dyslexic, print outs of PowerPoints, overlays, colour-veil. Within 72 hours of request.	Ongoing	SENCO, All teachers, Exams Officer
To ensure there is clear signage in place for visually impaired autistic or epileptic pupils or adults.	Large signs in place that are clear to understand. SEND map of school.	Pupils and visitors would be able to find their way around school.	September 2026	Maintenance Team, SENCO
To review pupil's SEND records ensuring school awareness of any disabilities.	Information is collected about new pupils from year 6 transition. Records are accessible to all staff.	Each teacher/staff member is aware of the SEND needs in their class. One page class profiles One-page class profiles.	Termly SEND Parental Bulletins Parent / carer feedback annually to evaluate effectiveness	Key Workers, SENCO All staff



			of communication and accessibility of information	
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