



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

Name of Academy: St Mary's Catholic Voluntary Academy New Mills

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

Targets	Current Good practice	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Improve adaptive teaching to accommodate the needs of SEND pupils in lessons.	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We use resources that scaffold the learning through chunking down the curriculum and carefully sequencing small steps.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Continuously audit our school resources to support SEND pupils and order appropriate resources based on pupils needs and recommendations from external agencies.</p> <p>Make social story books to support pupils with changes in routine e.g. fire drills, life changes e.g. new siblings and trips.</p> <p>Continually update the curriculum on the needs of the pupils</p> <p>Ensure the mapping of our curriculum and the sequencing of key</p>	SEND pupils can access the learning in their classroom and make good progress through the use of adaptive teaching.	<p>July 2026</p> <p>Termly monitoring and training by SENCo- see Inclusion action plan</p>	<p>Teachers</p> <p>SENDCO</p> <p>H/T</p> <p>TAs</p>



	<p>through IEPs and Pupil Passports are created to demonstrate their preferred teaching styles and necessary reasonable adjustments to support their learning.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Individual bespoke curriculums are create for specific SEND pupils who cannot access the curriculum of their classroom due to a need or disability.</p>	<p>knowledge and skills in the curriculum has SEND learners at the forefront.</p> <p>SENCo to complete Ambition Adaptive Teaching Course and disseminate findings with the rest of the staff through inhouse modelling and planning.</p> <p>Ensure the use of assistive technology in all lessons to support the application of knowledge of SEND pupils.</p>			
Improve the precision of measuring small steps of progress for SEND learners.	<p>Use of 1-4 assessment scale on Insight</p> <p>Use of paper copies of Formative Footprints for our SEND learners</p>	Train teachers so that they can confidently use the Formative Footprints and Pre-Key Stage standards on Insight.	Teachers will have a clear picture on which objectives SEND children have met and can use the objectives for IEP target setting.	<p>July 2026</p> <p>Implement training by Dec 2025</p>	<p>Teachers</p> <p>SENCo</p>



	<p>not accessing the National Curriculum.</p> <p>Use of Pre-key Stage Standards and Assessments to assess learners working Pre-key Stage.</p> <p>Use of Boxall Profiles to assess the SEMH needs of some pupils.</p>	<p>Communicate accurate assessment data with parents at parents' evenings and on reports.</p> <p>SENCo to analyse data termly and ensure progression.</p>	<p>Pupils will have clear targets and provision based on their stage of development (FF and PKS).</p> <p>Parents will have a clear picture of the small steps of progress their children are making as they will be informed at parents evening and on reports</p>	<p>Analyse Data Jan 2026</p> <p>Reflect on further training post data drop.</p>	
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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	Current Good Practice	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Ensure all SEND pupils can access the school environment physically safely.	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Chn are able to physically touch the floor when writing. • Wobble cushions are provided to help those with core difficulties. • Some pupils access slopping boards • Pupils have access to reading rules and pencil grips • Individual risk assessments are in 	<p>Practise- Fire drill</p> <p>Separate PEEP plans Complete PEEPS for children with a range of needs</p> <p>Ensure all furniture height is appropriate</p> <p>Disabled toilet in reception area</p> <p>Ramp- EYFS to allow for pupils with mobility problems</p> <p>In light of COVID doors are open which are a means of escape however all staff are aware of risk.</p> <p>Some pupils have no awareness of danger</p>	All pupils can safely access the learning environment	Jan 2026	HT SENCo Class Teachers



	<p>place for those who need them.</p> <p>We currently have no pupils or staff members requiring wheel chair access.</p>				
<p>Ensure all pupils can access a suitable sensory environment and diet within our school building due to adaptations and careful considerations.</p>	<p>Some chn access daily sensory circuits.</p> <p>Individual sensory audits carried out for some pupils to assess what support they need to adapt the physical sensory environment.</p> <p>Sensory zones set up in every classroom to support regulation through fundraised resources.</p> <p>Use of peanut balls to regulate and bands on chairs.</p>	<p>Continuously adapt and monitor the sensory environment of the school to try and prevent sensory overload.</p> <p>Carry out further individual sensory audits when necessary for pupils with emerging diagnoses.</p>	<p>ALL pupils including those with SEND can thrive in a learning environment which is adapted to support and regulate their sensory needs.</p> <p>All physical needs are meet within the school setting.</p> <p>Social, emotional and learning needs are met through a range of communication strategies</p>	<p>July 2026</p>	<p>SENCo Class Teachers ISAT</p>



	Ear defenders in all classrooms.				

Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Targets	Current Good Practice	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure effective communication of knowledge and vocabulary to pupils through careful consideration of communication tools.	<p>We use symbols and widgets to support the development of receptive and expressive language and to ensure the understanding of core key vocabulary.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Lanyard symbols <ul style="list-style-type: none"> • Zones of regulation colours and symbols 	<p>To develop the use of communication books and objects of reference to support pupils with DLD and those ASD pupils with Communication and Interaction Needs.</p> <p>To develop the use of timelines and checklists to support the instructional language and processes of SEND pupils.</p>	<p>SEND pupils will be able to effectively communicate their wants and needs.</p> <p>Key vocabulary and knowledge will be shared pictorially with symbols to support language to understanding and access of the curriculum.</p>	July 2026	


