

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At St Vincent de Paul Catholic school we respect and value diversity, encouraging an inclusive culture and ethos. The governing body of St Vincent de Paul Catholic School are actively working to achieve fairness, accessibility to facilities and equality for all users of the school site.

The plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, students and the Governors.



Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Supporting pupils with medical conditions policy

The Accessibility Plan is monitored by the Governing Body, in particular the Resources Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing current reasonable adjustments as well as recommendations on how the school will address the priorities identified in the plan.



Action Plan

Audit of existing provision: Before restructuring this accessibility plan format, the 'Identifying Barriers to access' audit in the Hertfordshire SEND toolkit was completed.

The new structure of the accessibility plan has been based on the Hertfordshire SEND toolkit recommended 3 section breakdown. The strengths identified in the audit for each subheading have been listed above the new targets.

1. How do we plan to increase the extent to which disabled children and young people can participate in our school curriculum?

Audit strengths in this area were identified as: At SVDP, we ensure that staff have the necessary training to teach and support children and young people. We have a strong focus on diversity and representation in our lessons and extra curricular opportunities. Lessons provide opportunities for all children and young people to achieve through individual, pairs, groups and whole class learning and work. Staff recognise and allow for the additional time required by some disabled children and young people to use equipment in practical work and staff are increasingly providing alternative ways of access to experience or understanding for those who cannot engage for example access to computer technology. Staff seek to remove all barriers to learning and participation and have high expectations of all children and young people.

Identified focus area	Actions to be taken	Lead Person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
Increase access to the curriculum for pupils with a disability	Daily typing skills practice for suitable pupils. Intimate care policy and trained staff Training from SALT, Social Communication Team, PNI Team. Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists	MC	Access to chrome books	Children using typing skills to produce written work Advice from outside agencies input into children's PPPs	Summer 2025	



	e.g. Support Team for children with visual or hearing impairment,					
To ensure all classrooms are optimally organised for CYP.	SENCO to complete regular informal 'drop ins' to audit classroom inclusiveness. Completion of Hertfordshire SEND toolkit Inclusive teaching observation checklist (pg116-119) to identify individual classroom strengths and areas of improvement	Senco	SENCO time to monitor classrooms and feedback to class teachers. Class teacher time to implement improvements. Governor time to support monitoring.	Classrooms and class teachers will remove potential barriers to learning in the classroom environment. Children with SEND will show increased independence in supporting themselves in their learning environment.	Summer 2026	
To increase staff awareness of the mental effort expended by some to access the curriculum	Further training and understanding of strategies to support SEN needs that fall under 'Cognition and Learning' and 'Autism' – executive functioning Further training and understanding of strategies to support SEN needs that fall under 'Communication and Interaction' - Developmental Language disorder, blank level questioning, vocabulary	Senco English Subject Leads	SENCO & staff time in attending/ delivering training. Teacher time to implement strategies into the classroom.	All staff will demonstrate increased understanding of the mental effort expended by some of our students and strategies to support them. Children's PPPs will list more specific targeted strategies. Teachers are confident to share these strategies in PPPs with parents	Summer 2026	Ongoing

2. How we plan to improve the physical environment of our school meet the needs of all disabled children and young people?

Audit strengths in this area were identified as: At St Vincent de Paul, the size and layout of areas allows access for the majority of children and young people who currently attend the setting. Areas are well lit and furniture and equipment is selected, adjusted and located appropriately. Steps are



made to reduce background noise for children and young people with a range of needs through quieter working stations and resources such as ear defenders. Communicate in Print is being used with greater regularity to support children's access to tasks, structure etc.

Identified focus area	Actions to be taken	Lead Person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
To improve signage and decoration to support children with a range of needs e.g autism.	Ensure each year group has a Communicate in Print login More frequent use of 'Communicate In Print' for everyday signage around the school e.g. drawer labels, display signs, SENCO class visits to support with suggestions on when/ where Communicate In Print could be used to support. Use of good practice resources observed in Specialist provisions e.g. Greenside Communication boards.	SENC0	Yearly subscription to Communicate In Print. SENC0 time to support staff in resource creation.	All children will feel confident finding and accessing resources within the classroom. All children will more independently be able to follow learning objectives, instructions etc.	Ongoing	

3. How do we plan to improve how our school delivers materials in other formats?

Audit strengths in this area were identified as: At SVDP, staff regularly use technology to reduce barriers to learning for our children. Children are encouraged to dictate or type longer pieces of writing. Some pupils use audio to read longer pieces of text. Staff regularly adapt resources if needed to meet the needs of individuals for example coloured paper exercise books, coloured photocopying and overlays, large print photocopying etc.

Identified focus area	Actions to be taken	Lead Person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
To develop the accessibility of	SLT to discuss how key Newsletter information such	SENC0 SLT time	Yearly subscription to	All families would be confident and clear with	Summer 2026	



information for the whole school community	as school closures, non-uniform days etc. can be best communicated to EAL or SEND parents. SENCo to work with staff team to ensure key information is also communicated to and understood by the children e.g. Communicate In Print visuals or dual language resources.		Communicate In Print.	day-to-day events taking place in school. All children would feel confident in communicating to their families about key events/days taking place in school.		
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Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
It will be approved by The Local Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

