



The
Pope Francis Catholic
Multi Academy Company

ACCESSIBILITY PLAN

POLICY INFORMATION SHEET	
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Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how The Pope Francis Multi-Academy Company (PFMAC) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010

- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the local governing board and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and local governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit at least every 3 years. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Class teachers are developing adaptive teaching guidance to build into resources for their classes but these strategies need to be embedded and communication with TAs made more consistent and robust	Continuing to use CPD to build confidence in all teaching staff and ensure that time is built in for the explicit training of TAs	SLT and class teachers	Ongoing	High aspirations and equal access to curriculum. Adaptive teaching is embedded and represents best practice across the school, ensuring that SEND pupils are 'baked' in to lesson planning stages and not 'bolted' on, leading to more genuine inclusion	July 27
	Involvement of subject leaders in the development of the Enhanced Pathway Curriculum offer	Liaising with the Enhanced Pathway lead to review and monitor the curriculum in both pathways	Subject leads and enhanced pathway team	Ongoing	Good practice is shared across the school. Subjects are adapted through internal 'expert at hands' Subject leads inform resourcing and slides decks for Pathway, and vice versa Reintegration planning is more effective due to review of pupil work side-by-side.	July 2027
Medium term	Increased numbers of pupils with more complex needs demands further development of creative and extra-curriculum offer	Subject leaders to support Upper Room Staff in developing provision and resourcing and	Subject leads, class teachers and Enhanced Pathway team	2026-2027	Pupils with more complex needs have increased and improved access to curriculum and extra-curricular activities including art, sport, drama and music.	April 2027

		widening of opportunity Class teachers to embed adaptive and active teaching strategies to ensure high levels of engagement for all children				
Long term	Limited access to technology	Increase the availability of technology for pupils with SEND. E.g Read&Write reader pens, laptops, digital video magnifiers, adaptive keyboards	SENDCo and SLT	Ongoing	Increased independence and attainment for pupils with SEND, boosting confidence and autonomy. Reduction of reliance on adults to provide adaptations, relieving staff stress and workload.	July 2027

5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Not all classrooms have SEND emergency grab kits	Ensure there are SEND grab kits available for emergency use e.g. ear defenders, calming sensory items, or medications needed as specified near emergency exits	All class teachers	By July 2027	Reduction of stress and meltdown for Autistic pupils and those with sensory sensitivities.	Dec 2026

	Classrooms are not as 'visual' as they might be for all children and especially for SEND children	Visual timetables to be consistent in appearance across the school. Working walls to demonstrate greater consistency. Resources to be appropriately labelled to assist independence in access.	Class teachers	Term 1 2026-2027	Consistency in visual support in classrooms enables greater independence in children and is consistently supportive across the school. Children's language levels are also supported through effective visual labelling.	December 2026
Medium term	EAL access for some signage requires review	Audit EAL requirements following recent increase in pupil roll.	SLT and SENDCo	By December 2026	Signage around the building is accessible to EAL to reflect current population, reducing reliance on language or adult supports.	July 2027
Long term	There are no specialised multi-sensory alarms-e.g visual flashing devices, vibrating pagers, or graduated alarm systems	Audit and prioritise the SEND register to identify which category of need is highest incidence and which adaptation is most needed. Present to SLT.	SENDCo	ongoing	Consider when adaptations can be made in line with financial implications and costings.	July 2027

6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Pro-active parental engagement can be difficult	Revisit the arrangements for Pupil Profile review meetings to ensure parents have a copy of the resulting review document and consider other means of communication	SENDCo	Autumn Term 1	Parents will be more involved in the Pupil Profile document and the APDR cycle and be more informed on behalf of pupils	July 2027

Medium term	Improving communication with parents, including considering parents' special needs and EAL	Translation for EAL of key SEND documents using resource of IPSEA website to build a bank of FAQs	SENDCo	Ongoing	Parents of pupils with EAL will have the necessary information at time of pupils SEND profiling so they understand SEND system.	July 2027
Long term	The school has a wealth of information and resources but greater use could be made of website to communicate these to parents	Review resources and information and ensure that those which are also appropriate for parents are shared either on website or on ClassDoJo platform in accessible formats for parents	SENDCo and SLT	Ongoing	Improved access to information resulting in greater parental engagement longer term	July 2027

7. Monitoring and review

This plan will be reviewed at least every 3 years by the governing board and headteacher. The next scheduled review date for this plan is July 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.