LOVE-LEARN-BELIEVE-ACHIEVE

IN SPIRIT OF JESUS

Accessibility Policy & Accessibility Plan

September 2026

Current Leader: **K. Palmer**

Review Schedule: **Three-year plan- reviewed annually**

St. Paul and St. Timothy's Catholic Infant School

Mission Statement

Love, Learn, Believe, Achieve

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

Education "is about forming the human person, equipping him or her to live life to the full." The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".

St. Paul & St. Timothy's Catholic Infant School

Accessibility Plan 2026-2029

Rationale: It is the aim and intention of St. Paul and St. Timothy's Catholic Infant School to fully comply with current legislation and good practice. We wish to make our curriculum, premises and information as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010. After completing audits based on the Equality Act, recommendations have been placed into the action plan.

In line with our school mission statement: Love, learn, believe, achieve in the spirit of Jesus, we aim to provide a fully inclusive curriculum, school environment and communication system which is accessible to all.

The plan will be published on our school website and will be available in alternative formats through the school office.

The plan will be monitored internally by the SENCO and Head Teacher. It will be externally monitored by the governor for SEN, the governor with responsibility for the school website, the Local Authority and Ofsted.

Training identified within the plan will be organised through the school SENCO and SLT.

Partnership working is identified within the plan and supports its delivery. Professional partners include: LA, Educational Psychology Service, SENISS, Speech and Language Service, Early Help, Charity based therapies and support, Outreach Teams including, behaviour, learning and ASD.

Written with reference to:

Equality Act 2010
SEND Code of Practice (2015)
Working Together to Safeguard Children (latest version)
Liverpool Graduated Approach
DfE Inclusive School Practice guidance

Any complaints regarding the plan or its implementation should be made following the school's complaints procedure. This can be found on the school website: www.stpaulandsttimothys.com

Definition of special educational needs:
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.

Definition of Disability:
You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The school will make reasonable adjustments for disabled pupils, staff, parents and visitors and will actively seek to remove barriers to participation in all aspects of school life.

St. Paul and St. Timothy's Catholic Infant School has adopted this accessibility plan in line with our **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** outlines our school's provision for supporting pupils with special educational needs and disabilities (SEND), and our **publication of equality information and objectives** explains how we ensure equal opportunities for all of our children, increased access to the curriculum, physical access to the school and access to information particular to children 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** for an outline of our full provision to support pupils with SEND. (Our Special Educational Needs & Disability (SEND) Policy, SEN Information Report, Local Offer and publication of equality information can be accessed via our school website. Our Local Offer can also be found on the Early Help Directory website.)

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. This plan will be reviewed every 3 years and progress on these measures will be updated annually and reported to the governing body.

Aims and objectives:

Our aims are to:

- Ensure maximum access to the curriculum and extended provision for all children and adults in our school community.
- Improve and maintain access to the physical environment.
- Ensure written information is accessible to children and adults.

The aims will be broken down into objectives in the table below:

Ensure maximum access to the curriculum and extended provision for all children and adults in our school community:
Current Good Practice: The curriculum is broad ranging and delivered through topics which engage the children. A wide variety of adaptations are adopted and individual needs are taken into account. Where possible, lessons are delivered through an active approach to encourage children to 'move and do'. Oracy groupings support children of all abilities to share their ideas. Individual Thinking Time, Talking Partners and Oracy Group work ensure all children are actively engaged in lessons. Established intervention programmes & adaptations : Phonics Interventions, Read, Write A2Z, Becoming First Class at Number & First Class at Number, Mastering Number, Nessy, Lego Therapy, Social Language/Time to Talk groups, Gross Motor, Healthy Futures, Sensory Diets and Breaks. Learning Mentor, Nurture groups, Drawing and Talking, Lunchtime Nurture Club- Attachment and Trauma Sensitive School Award, Emotion Coaching & Restorative conversations. IQM Centre of excellence. Dyslexia Friendly practices: plans and schemes of work demonstrate that multi-sensory approaches are applied as a matter of course within all sessions, work is adapted as appropriate to meet individual needs, and assessment/marking strategies take account of children who may be demonstrating early indicators. Changing practice to accommodate potentially dyslexic individuals often results in good practice for everyone. ICT is used to include all children and is often used to support learners with SEND. All children are tracked individually in order to meet their individual needs. Pupil and parent voices are captured when planning provision and included in individual Play Plans- APDR Plans (Reception) and One Page Plans- APDR plans (Key Stage 1) Pupil Progress meetings are held during the mid-point of each term. The class teacher, head teacher, assessment lead and SENCO meet to celebrate successes and discuss any concerns. Plans and support are modified in a timely manner. After school and curriculum enhancements benefit all children and all are encouraged to participate. All partner agencies are made aware

of the needs of the children, as necessary, in order to adapt provision, activities and equipment as required. Work with partner agencies to access professional support and advice e.g. Educational Psychologist, SENISS, Outreach providers for behaviour, learning, ASD, occupational therapy, speech and language and Early Help etc.						
Priorities/Objectives:	**Actions:**	**Lead Person (in bold) and people involved:**	**Timescale:**	**Resources Cost:**	**Monitoring Opportunities:**	**Success Criteria:**
To develop whole-school understanding of Executive Functioning and ensure staff consistently implement evidence-informed strategies to support pupils with executive functioning differences. Pupils requiring support with EF have reasonable adjustments in place	To develop high quality training for all class based staff. Introduce the SENISS EF toolkit, including assessment materials, strategies and resources.	**K. Palmer**	Begin Autumn 2026 ongoing		KP to report to SLT, work with governor for SEN and report to Governing Body.	Staff understand the impact of Executive Functioning difficulties and consistently implement appropriate strategies and adaptations in the classroom. Targeted pupils demonstrate increased independence, engagement and access to learning. Monitoring shows positive outcomes for pupils identified with Executive Functioning needs. Inclusion Quality Mark achieved and staff fully embed

						practices to meet the needs of all children and families in our school community
Ensure all Quality First Teaching, class based interventions and withdrawal interventions are fit for purpose, evidence based and having maximum impact; showing good progress for learners from their starting points.	Review interventions, staffing, resources and impact. Achievement Team meetings used to support class based staff to identify need, plan intervention and think about the impact – ensure Assess, Plan, Do, Review – Graduated Approach is used	**K. Palmer** Year Head, Subject leaders & SLT	Yearly review		SLT to monitor, SEN governor to monitor and report back to Governing Body. Achievement Team meetings used to support class based staff to identify and plan suitable provision.	Report given to governors of impact of the provision and progress outcomes. Reflection on effectiveness of provision to inform changes as needed. Programme of interventions established for the next academic year.
Ensure all possible avenues of ICT are explored to best support our children to access the curriculum in a way suited to their need at school and at home.	SENCO work with IT and Computing Leads to identify needs and source any new apps/programs.	**K. Palmer,** **C. Limbert** **A. Phillips**	Ongoing	Apps/program costs as identified.	SLT to monitor termly.	All children supported appropriately in order to fully access the curriculum, the use of ICT monitored to show impact on progress.
Ensure medical needs do not place restrictions on	Staff are trained in line with current and future medical	**K.Palmer**	Ongoing	Staff training by school nurse, Alder	Monitored by SENCO, SEN governor and	All children are supported in their medical needs,

attendance and children's learning therefore impacting on good progress.	needs.	**K. Moran** **A. Mcleod** **R. Donnelly**		Hey, Asthma Nurse Specialist, Diabetes Nurse, Epilepsy Nurse.	Head Teacher	reducing the time taken off school and access to the curriculum.

Improve and maintain access to the physical environment:

Current Good Practice:

The school is a single story building with external access to all classrooms. All internal rooms are on the same level. All doors have been upgraded to allow wheelchair access. There is a disabled toilet which can be used by children and adults in the entrance to the building, this has an alarm system fitted in case the user gets into difficulty. The family meeting room is easily accessed through the front entrance. The interior and exterior has been adapted with paint and markings following a sensory (visual) audit. New building work has allowed us to create a dedicated sensory room which is being resourced in the coming academic year. We have 'sensory spaces' within areas of school and the classrooms as needed. The Hall is used for timetabled sensory circuits. We have a quiet calm library space and a Therapeutic space- The Cosy Room. The log cabin is a separate building outdoors where children can access through a curiosity approach. The outdoors has had significant development to provide children with whole body play and movement, including those who need proprioception and vestibular input

The building is kept in a state of good repair with a 3 year rolling programme of redecoration and upgrading. Any improvements related to physical/sensory etc. needs are taken into account during this process.

Priorities/Objectives:	**Actions:**	**Lead Person (in bold) and people involved:**	**Timescale:**	**Resources/Cost:**	**Monitoring Opportunities:**	**Success Criteria:**
To continue to enhance the outdoor learning environment to provide for the needs of all young	Learning Through Landscapes Project Redevelop Mud Kitchen area. Artificial surfaces	**J. Griffin** A. McLeod, C.Limbert & SLT	Ongoing program	--	Monitored onsite during building by A. McCleod & J.Griffin	Positive impact on all children's learning and development.

children	for access year round. Resource Curiosity Cabin Resource Millennium Garden for Reception Children					
To enhance the outdoor and indoor learning environment to provide for the nurture/ sensory needs of children.	Update training to staff around Nurture provision & sensory needs, diets and circuits indoors and outdoors.	**J. Griffin,** A. McLeod, K. Palmer & SLT	ongoing	Sensory / Nurture provision & resources to meet need as identified	Monitored by J.Griffin, K.Moran(Nurture Team)	Environments resourced and used to meet the sensory & nurture needs of identified children. Positive impact on general and learning behaviours. Improved attendance outcomes.
Ensure that children's medical needs are being met.	Training Identified for specific needs and general paediatric First Aid. Dedicated first aid room with toilet and shower facilities.	**J. Griffin,** A. McLeod, K. Palmer, R.Donnelly & SLT	Ongoing	Resources and training to meet need as identified	Monitored onsite during building by A. McCleod & J.Griffin	Children's medical and first aid needs met, resulting in a reduction in loss of learning time.

To ensure appropriate space confidential meetings between parents/carers, school and professional partners.	Family meeting room completed.	**J. Griffin,** A. McLeod, K. Palmer & SLT	Ongoing	Unknown	Monitored onsite during by A. McCleod & J. Griffin	Meetings scheduled to ensure any reviews are held or concerns are addressed in a timely manner.
To ensure all areas of the school are accessible to wheelchair users.	In any future building plans ensure classroom size and layout is considered in line with the needs of any future children with disabilities.	**J. Griffin,** A.McLeod, & SLT	Ongoing	Unknown	Monitored onsite during building by A. McCleod & J. Griffin	Children are able to move more easily around the school.
Ensure written information is accessible to children and adults:						

Current Good Practice:

Communication with parents is through an online system parent app. Families are offered support to access this from our IT support. Newsletters, letters, instant communications, consent forms etc are provided through this system. Parents/ families are able to add additional user should they need to. Parents/ families may request paper copies of communications if they need them. School communications will comply, where possible, with Web Content Accessibility Guidelines (WCAG) and accessibility functions available through the school website and Parent App.

Any worksheets and communication with families are on coloured paper as opposed to black ink on white paper which can prove difficult to read for those with dyslexia. Arial font size 12 is the usual font for letters, newsletters and school reports. The school website has been upgraded recently and is mobile device friendly. It has been simplified to make it easier to navigate.

As required parents/ carers are supported by staff in the reading of letters, reports and documents and interpreters sought where necessary.

Children are supported in their learning with visual cues including Widgets and resources including IT. Children have their work adapted to their ability and learning needs any worksheets are adjusted accordingly. Coloured overlays for reading and access to 2B pencils for written work are provided according to need. Adult support with reading is available.

Priorities/Objectives:	**Actions:**	**Lead Person (in bold) and people involved:**	**Timescale:**	**Resources/Cost:**	**Monitoring Opportunities:**	**Success Criteria:**

To ensure our school website and Parent App communication system is truly accessible to all users.	Carry out a website survey & include the following: Check with visually impaired users that they can access the website through the reading software they have. Check with users that the website is clear and easy to navigate. Can users suggest any further improvements?	**A Phillips, J Myrinowski,** and K. Palmer	January 2027	.	SLT to monitor and governors for website and SEN.	Parents/carers and children tell us that the website has improved. Those with disabilities tell us it is more accessible. Survey carried out and actions implemented. Parent/carers views gathered and used to inform further changes.

Review Schedule
September 2026 – 2029 **Update Sept 2029**