



Accessibility Audit

Audit to cover from: March 2026 to: March 2029 (3 Year Plan)	School Name: St Joseph's Catholic Primary School	Staff Member Responsible: Niki Rogers Governor Responsible:	Reviewed Annually on date: Year 1: March 2027 Year 2: March 2028 Year 3: March 2029
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What do we do well currently?

- SEN provision within the school is highly effective. Pupils' needs are carefully assessed, monitored and supported to ensure that our most vulnerable children receive appropriate and targeted provision.
- The school has a high number of pupils with Education, Health and Care Plans (EHCPs) and a significant proportion require higher levels of funding due to the complexity of their needs. This has been a consistent trend over several years. The school responds effectively by adapting provision, utilising highly skilled staff, and planning differentiated learning and resources to meet individual needs.
- Ordinarily Available Provision is well embedded across the school to support a wide range of needs. As a result, fewer pupils require placement on the SEN register as many needs are successfully met through high-quality inclusive classroom practice. Where pupils' needs exceed universally available provision, the school works closely with external professionals to seek additional advice and support.
- The Saint Francis of Assisi Academy Trust has developed a shared library of specialist resources that schools can borrow to trial different strategies with individual pupils. Examples include standing desks, reading pens, assistive technology and sensory equipment, which may otherwise fall outside the school's financial capacity.
- The school SENCo liaises termly with other Trust SENCos to share best practice and discuss effective approaches to supporting pupils with additional needs.

Long Term Objectives : 3 Year Plan

Aspect	Intended Aims	Intended Outcomes	Timeline
The Physical Environment	To improve the safety and security of pupils with high level SEND needs by installing high door handles and appropriate fencing where necessary to reduce the risk of pupils leaving designated areas unsupervised.	Appropriate safety measures are installed in key areas of the school. Pupils with SEND can access the school environment safely while maintaining appropriate supervision. Risk assessments reflect improved environmental safety.	By Year: 2027

	Improve classroom lighting and acoustics to support pupils with SEND, particularly those with sensory sensitivities, hearing needs or attention difficulties.	Classrooms provide a calmer and more accessible learning environment. Pupils with SEND are better able to focus and engage in lessons. Staff demonstrate awareness of environmental adjustments that support sensory and hearing needs.	By Year: 2028
	Develop and maintain calm or sensory spaces within classroom to support pupils who require support with emotional regulation or sensory needs.	Pupils who require sensory or emotional regulation support have access to a suitable calm space. Staff understand how and when to use the spaces effectively. Pupils are better supported to regulate and return to learning.	By Year: 2027
Curriculum	To further develop and embed a wider range of Ordinarily Available Provision across the curriculum to ensure that a greater number of pupils with additional needs can successfully access learning within the classroom environment.	For staff to demonstrate consistent use of Ordinarily Available Provision strategies in lessons. For pupils with additional needs to have better access the curriculum within the classroom. For a reduction in the number of pupils requiring additional targeted interventions or placement on the SEN register where needs can be met through inclusive classroom practice.	By Year: 2027
	To improve access to learning by increasing the use of assistive technology and adapted resources for pupils who require additional support.	A wider range of assistive technology is used to support pupils in lessons. Pupils who require adapted resources are able to access tasks more independently. Staff feel confident using assistive tools to support learning.	By Year: 2029
	To ensure that pupils with disabilities or additional needs can participate fully in all curriculum areas and wider learning opportunities.	Pupils with SEND participate fully in lessons, trips and enrichment activities. Teachers plan adaptations that allow pupils to access learning across subjects. Feedback from pupils and staff shows improved confidence and engagement in learning.	By Year: 2027
Access to Information	Ensure key school information is accessible to all pupils, including those with SEND.	Pupils with SEND can access instructions and classroom information independently. Staff use consistent strategies to support communication across the school.	By Year: 2027
	Provide school information to parents and carers in accessible formats.	Parents and carers can access school communications in a format that meets their needs, supporting engagement and participation.	By Year: 2027
	Ensure accessible methods for pupils to express their views and feedback.	Pupils with additional needs can communicate preferences, concerns, and ideas effectively. Feedback is used to improve learning and inclusion.	By Year: 2027

Annual Plan and Review

Year: 2026

Review Date: March 2027

Reviewed By: Katie Moseley & Niki Rogers

<u>Aspect</u>	<u>Intended Aim</u>	<u>Intended Outcome</u>	<u>Action to be Taken</u>	<u>By Who</u>	<u>By When</u>	<u>Resources / Funding</u>	<u>Review and Impact</u>
Physical Environment	To improve the safety and security of pupils with high level SEND needs by installing high door handles and appropriate fencing where necessary to reduce the risk of pupils leaving designated areas unsupervised.	Appropriate safety measures are installed in key areas of the school. Pupils with SEND can access the school environment safely while maintaining appropriate supervision. Risk assessments reflect improved environmental safety.	Identify areas of the school where additional safety measures may be required. Install high door handles where appropriate to prevent unsupervised exit. Install or adapt fencing and gates in identified areas to improve safety. Review risk assessments for pupils with additional needs to ensure appropriate environmental adjustments are in place.	Headteacher SENCo Site Manage	March 2027	Capital Budget	
	Improve classroom lighting and acoustics to support pupils with SEND, particularly those with sensory sensitivities, hearing needs or attention difficulties.	Classrooms provide a calmer and more accessible learning environment. Pupils with SEND are better able to focus and engage in lessons. Staff demonstrate awareness of environmental adjustments that	Review classroom environments to identify areas where lighting or acoustics may present barriers to learning. Adjust lighting where possible to reduce glare and provide a calmer learning environment. Introduce strategies to reduce background noise, such as soft furnishings,	Headteacher SENCo Site Manage	March 2028	Capital Budget	

		support sensory and hearing needs.	carpets or acoustic panels where appropriate. Ensure seating arrangements support pupils with hearing or attention needs (e.g. closer to the teacher). Provide staff guidance on creating low-sensory learning environments.				
	Develop and maintain calm or sensory spaces within classroom to support pupils who require support with emotional regulation or sensory needs.	Pupils who require sensory or emotional regulation support have access to a suitable calm space. Staff understand how and when to use the spaces effectively. Pupils are better supported to regulate and return to learning.	Identify suitable areas within each classroom that could be used as calm or sensory spaces. Equip spaces with appropriate resources such as soft seating, sensory equipment, and calming resources. Develop clear guidance for staff on when and how the spaces should be used. Ensure pupils who require access to a calm space have this identified within their support plans or risk assessments where appropriate.	Headteacher SENCo	March 2027	Capital Budget SEND Budget	
Curriculum	To further develop and embed a wider range of Ordinarily Available Provision across the curriculum to ensure that a greater number of	For staff to demonstrate consistent use of Ordinarily Available Provision strategies in lessons.	Audit current Ordinarily Available Provision and identify areas for development. Provide staff training on inclusive teaching	Headteacher Deputy headteacher SENCo	March 2027	Curriculum Budget SEND Budget	

	pupils with additional needs can successfully access learning within the classroom environment.	For pupils with additional needs to have better access the curriculum within the classroom. For a reduction in the number of pupils requiring additional targeted interventions or placement on the SEN register where needs can be met through inclusive classroom practice.	strategies and adaptive practice. Develop and share a bank of differentiated resources and scaffolds to support a range of learning needs. Introduce and trial additional classroom strategies such as visual supports, assistive technology, flexible seating and structured scaffolding. Monitor the impact of these strategies through pupil progress, SEN reviews and classroom observations.				
	To improve access to learning by increasing the use of assistive technology and adapted resources for pupils who require additional support.	A wider range of assistive technology is used to support pupils in lessons. Pupils who require adapted resources are able to access tasks more independently. Staff feel confident using assistive tools to support learning.	Audit current assistive technology and accessibility resources. Trial new tools such as reading pens, speech-to-text software, visual supports and adapted writing tools. Provide staff training on the effective use of assistive technology. Work with the Trust or external partners to access additional specialist resources where needed.	Headteacher SENCo Computing Lead	March 2029	IT Budget	SEND Budget

	To ensure that pupils with disabilities or additional needs can participate fully in all curriculum areas and wider learning opportunities.	Pupils with SEND participate fully in lessons, trips and enrichment activities. Teachers plan adaptations that allow pupils to access learning across subjects. Feedback from pupils and staff shows improved confidence and engagement in learning.	Review curriculum planning to ensure appropriate adaptations are in place. Adapt learning activities and resources where necessary to support access. Ensure educational visits and enrichment activities are planned with accessibility in mind. Use individual support strategies where required to enable participation.	SENCo Class Teachers	March 2027	Curriculum Budget	
Access to Information	Ensure key school information is accessible to all pupils, including those with SEND.	Pupils with SEND can access instructions and classroom information independently. Staff use consistent strategies to support communication across the school. All staff will have embedded practice of Widget software to ensure key vocabulary is taught alongside the visual representation.	Use visual supports, symbols, and simplified language in classrooms and communal areas. Provide instructions in multiple formats (verbal, written, visual) where needed. Train staff on using accessible communication strategies, including the use of Widget software.	SENCo Class Teachers	March 2027	Curriculum Budget	
	Provide school information to parents and carers in accessible formats.	Parents and carers can access school communications in a format that meets their needs,	Offer school letters, newsletters, reports and EHCP's in large print, easy-read, or translated formats as needed.	SENCo Office Manager	March 2027	Revenue Budget	

		supporting engagement and participation.	Ensure digital communications (email, apps) are compatible with assistive technology. Provide interpreter or translation services for meetings when possible.				
	Ensure accessible methods for pupils to express their views and feedback.	Pupils with additional needs can communicate preferences, concerns, and ideas effectively. Feedback is used to improve learning and inclusion.	Provide multiple ways for pupils to give feedback (verbal, written, digital, symbols). Use pupil voice surveys and check-ins with visual or simplified support. Train staff to support pupils in expressing opinions about learning and the school environment.	SENCo Class Teachers	March 2027	SEND Budget	