



### Access to the Physical Environment

## St Pancras Catholic Primary School

### School Accessibility Plan 2025-2027



| Targets  | Strategies   | Timescale                          | Responsibility                         | Success Criteria   |
|--|--|------------------------------------|--|--|
| To be aware of the access needs of disabled children, staff, governors, parents and carers | To create access plans for individual disabled children as part of the SEN support plans process.              | As required.                       | SENCO/Class teacher                    | SEN support plans are in place for disabled pupils and all staff are aware of pupil's needs. |
|  | Ensure the school staff and governors are aware of the access issues.  | Ongoing                            | Head of School/Site manager/ Governors | Information monitored to ensure any new or additional needs are met.                         |
|  | Staff to share information with volunteers and support staff to ensure continuity of care for the children.    | Ongoing                            | Head of School/ Class teacher/SENCO    | Staff and volunteers are aware of the needs of the SEND children they work with.             |
|  | Organise classrooms to promote the participation and independences of all pupils.                              | Ongoing                            | SENCO/Class Teacher/ Site manager      | Pupils are able to fully participate in the curriculum.                                      |
| Ensure everyone has access to the office reception area.                                   | Ensure the entrance is accessible for wheelchair users, for example deliveries are not causing an obstruction. | Daily to ensure the area is clear. | Site manager                           | Disabled visitors feel welcome.<br><br>Disabled visitors can access the building unaided.    |

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|--|---|-----------------|---------------------------------|---|
| Maintain safe access for visually impaired people.                               | Check exterior lighting is working on a regular basis.  | Ongoing checks. | Site manager                    | Visually impaired people feel safe in the school grounds.                             |
| Ensure all disabled people can be safely evacuated.                              | Ensure there is a personal emergency evacuation plan for all disabled pupils and staff.                                       | As required.    | SENCO/Fire Marshall             | All disabled pupils, staff and visitors are safe in the event of a fire.              |
|  | Ensure all fire exits are accessible and clearly labelled and that staff are aware of their responsibility during evacuation. | Ongoing.        | Site manager/SENCO/Fire marshal | Fire drills are completed in a timely and calm manner.                                |
| Ensure all disabled pupils, staff and visitors have access to toilet facilities. | Ensure disabled toilets are available and in full working order.  | Ongoing.        | Site manager                    | All disabled pupils, staff and visitors have access to disabled toileting facilities. |
|  | Ensure emergency cord is accessible and working.  | Ongoing.        | Site manager                    |   |

### Access to the Curriculum

|   |  |              |                          |  |
|---|--|--------------|--------------------------|--|
| Ensure support staff receive specific training on disability issues.            | Identify training needs at regular meetings. | Ongoing.     | SENCO/Head of School/SLT | Staff feel more confident and are aware of individual pupil's needs. |
| Ensure children with hearing impairment can have full access to the curriculum. | Install hearing loops to aid learning.       | As required. | SENCO                    | Enables pupils to have improved access to their learning.            |

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|--|---|-------------|----------------------|--|
| Ensure disabled children can participate equally in lunchtime and after school activities. | Discuss with staff and volunteers running lunchtime and after school clubs. | As required | Head of School/SENCO | Disabled children feel able and are encouraged to participate equally in out of school activities. |
| Staff awareness of children's needs to support the curriculum.                             | Staff inset training from specialist external agencies.                     | As required | SENCO/Head of School | Increased understanding of the opportunities available to the children.                            |

### Access to information

|   |   |                              |              |   |
|---|---|------------------------------|--------------|---|
| School publications to be easily read by stakeholders.  | All publications to be made available in alternative formats. | When specifically requested. | Office/SENCO | Delivery of school information to stakeholders is improved resulting in better communication. |
| Accessibility plan to be available to all stakeholders. | Published on website with paper copies available if required. | As required.                 | SENCO        | All stakeholders have a greater understanding of how St Pancras addresses inclusion.          |

### This plan is linked to other policies and documents:

Health and Safety policy

Special Educational Needs policy

SEND information report

Medical needs policy