



The
Pope Francis Catholic
Multi Academy Company

ACCESSIBILITY PLAN

Blessed George Napier School

June 2026

POLICY INFORMATION SHEET	
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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 that require a Staff Accessibility Plan have one.
- 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:

- Carrying out any training they may need to use equipment to support their need.
- 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.

Planning duty 1: Curriculum	Objectives	Action to be taken	Person Responsible	Date to be complete actions by	Success Criteria
	Further develop the expertise to meet the needs of pupils with SEND via inclusive, quality first teaching	Staff CPD with SEND focus Access to suitable training courses Each class to have an annotated seating plan with strategies for students with SEND	Deputy Head SENDCo	Ongoing	All students are engaged in learning with the appropriate degree of challenge and support. Data shows students with SEND are making good progress Teachers feel confident in delivering inclusive quality first teaching
	Develop the expertise of support staff to meet the needs of pupils with SEND	Training sessions to be organised for LSAs. Additional specialist training relevant to role.	SENDCo	Ongoing	Pupils with SEND are supported effectively and are making good progress. LSAs feel confident in supporting children with a range of needs.
	Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning. Liaise with external professionals who support pupils with disabilities for advice about appropriate technology. Purchase technology as appropriate. Staff receive CPD in order to fully support children in using new technology.	Identify opportunities for ICT to be used to support learning. Ensure appropriate software is installed and equipment is available. Staff training.	ICT Manager SENDCo Deputy Head/Headteacher	Ongoing	ICT used appropriately to support the learning of children with SEND

	Ensure the PE curriculum is effective in developing the skills and meeting the needs of all pupils.	Gather information on accessible P.E. and sports relevant to the needs of students in school. Incorporate planning for pupils with SEND into P.E. planning.	Head of PE	Ongoing	Children with SEND enjoy PE and are making good progress.
	Promote positive attitudes to differences including physical and mental health needs.	Through our PSHE scheme of work, ensure regular teaching opportunities to explore differences between people. Seeking opportunities to promote people who are different, including those with recognised disabilities, through a range of visitors and celebration of events throughout the year Use of assemblies and student leadership team	SENDCo Assistant Head behaviour and inclusion Head of years Tutors Head of PSHE	Ongoing	Pupils demonstrate a good understanding of differences between people and are fully accepting and respectful of differences.
	SEND students are encouraged and supported to attend after school activities, school trips and play times.	Carry out audit of clubs attended, trips and visits by SEND pupils. Involvement in school community and wider school life (School Council etc.) Designated LSAs are used to support an individual's SEND needs (after school clubs etc)	SENDCo HOY School Sports Partnership Lead Head of PE All staff	Ongoing	Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.

Planning duty 2: Physical environment	Objectives	Action to be taken	Person Responsible	Date to be complete actions by	Success Criteria
	Develop and broaden role of pupils' voice for those pupils with SEND.	Regular discussions with SEND pupils about their progress towards their individual targets, how they are supported in lessons and how they communicate their needs. Pupil voice included in every SEN review.	SENDCo Assistant SENDCo	Ongoing	Pupils have opportunities to voice their opinions. Pupils are well supported and make good progress as appropriate for their ability.
	To ensure that the physical and visual environment is engaging, informative and suitable for all	The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication	SENDCo Class Teachers Deputy Head	Ongoing	
	To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	To create access plans for individual disabled pupils as part of the SEN Profile process when required Be aware of staff, governors and parents'	SENDCo/ Headteacher Site Manager and Team	Beginning of the academic year. Ongoing.	All staff, parents, pupils and governors feel confident their needs are met at school.

		access needs and meet as appropriate.	Assistant Head in charge of timetabling for rooms. Office staff		Parents, staff and all pupils have full access to all school activities. Visually impaired people feel safe and confident to access and negotiate the school grounds.
	Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.	Assistant SENDCo/ Site Manager	Beginning of the academic year.	All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently
	Ensure that where required, staff have an Accessibility Plan that includes reasonable adjustments, equipment or workspace needs, emergency procedures.	Accessibility Plan created as needed	HR/SLT/Line manager	As soon as the need has been identified.	Staff are able to carry out their duties in line with their job description

Planning duty 3:Information	Objectives	Action to be taken	Person Responsible	Date to be complete actions by	Success Criteria
	Consistent good practice in delivering information to students that is ordinarily provided in writing	As required, manage and maintain guidance ensuring user-friendly and accessible format. Consider alternative strategies for providing information.	SENDCo/Headteacher	Ongoing	All students with SEND have access to information in their preferred format.
	Provide information to parents in an accessible format.	Continually review the accessibility of information currently provided to parents.	SENDCo/Headteacher	Ongoing	All parents receive information in accessible formats.
	School website can be accessed by those with visual impairments e.g. larger font sizes. School will provide parents with additional support tools.	New website design to be implemented. Ensure accessibility of website is planned for when the website is updated i.e. audio descriptions, zoom function	MAC Website Admin	Ongoing	All parents are able to access the information on the school website.
	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENDCo	Ongoing	Staff feel confident to produce their own information/ documents that follow these guidelines

	Annual review information to be as accessible as possible	Develop family and CYP friendly review format which is consistent	SENDCo	Ongoing	Staff are more aware of pupils preferred method of communications and use these in class
	Increase the variety of ways parents/carers can access communication from school e.g. text messages, Arbor updates and school social media accounts	Review of communication to families	Head Teacher Assistant Head of Behaviour and Inclusion	Ongoing	Families feel well informed

4. 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 June 2029. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

