



St. Anne's R.C. Primary School

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Headteacher: *Mr. A. Pierce*

Accessibility Plan 2025-28

Developed by: A O'Toole

Date for review: July 2028

Signed Chair of Governors

Date

Mission Statement

As a Catholic community, we value every single member as a unique creation made in the image of God. We work together to help everyone to realise their God-given talents and their part in God's plan. Our school is a place of peace, tolerance and fairness where we follow Christ's example of loving God and loving others. Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day.

St. Anne's - Making tomorrow a better day.

Statement of Intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing board of St. Anne's RCP to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Current Good Practice

St Anne's R.C. Primary School demonstrates strong commitment to inclusion and adaptive teaching strategies, which are embedded across the curriculum to meet the diverse needs of its pupils, including those with disabilities and special educational needs (SEND). The school's high expectations for all pupils, combined with high-quality teaching, ensure that each pupil is supported to reach their full potential. This is evident in the school's approach to personalised learning and targeted interventions, such as the use of Widgit, Makaton, Precision Teaching and Speech and Language interventions to support communication. The school's context of high SEND, EAL, and socio-economic challenges is met with a nurturing and inclusive ethos, supported by well-trained staff and a focus on developing pupils' academic, social, emotional, and spiritual growth. Furthermore, the school's improvement priorities include embedding adaptive teaching strategies and enhancing digital resources, which align strongly with increasing accessibility for disabled pupils within the curriculum.

Planning duty 1: Curriculum

To utilise digital technology to make the curriculum more accessible to children with disabilities and special educational needs.

Academic Year	Targets	Actions	Who	When	Success Criteria	Review Date	Evaluation
2025-26	To utilise digital technology to make the curriculum more accessible to children with disabilities and special educational needs.	<ul style="list-style-type: none"> - Conduct an audit of current digital resources and software to identify accessibility features and gaps. - Implement and expand use of Widgit and other symbol-supported software across the curriculum. - Train staff on the use of assistive technology and adaptive digital tools. - Provide pupils with access to tablets or devices with accessibility settings enabled. - Review and update digital content to ensure compatibility with screen readers and other assistive devices. 	Teaching and support staff. SENCo Subject Leaders IT support	Start immediately; review termly; full integration by end of academic year	<ul style="list-style-type: none"> - Digital resources are fully integrated into daily teaching practice. - Staff demonstrate confidence and competence in using assistive technology. - Pupils with disabilities report greater ease in accessing learning. - Increased engagement and progress of pupils with SEND measured through assessment data. 	July 2026	
2025-26	To promote the independence of learning using relevant digital resources across the curriculum.	Children will be able to access some work independently with the use of digital technology, focusing on the use of Makaton to support all learners	Teaching and support staff. SENCo Subject Leaders	Accessible options to be provided in all lessons.	Pupils with SEND will be able to access learning in multiple subjects and alongside their peers using Makaton, Widgit and Seesaw. This will be done through carefully planned lessons as well as opportunities	July 2026	

	To ensure adaptive teaching strategies are implemented across the curriculum.	including symbols and pictures. (Widgit, Seesaw) Staff will be compliant with the school's approach to adaptive teaching. Activities will be adapted so that children are able to access the learning on offer.		Monitoring as per SIP calendar	for children to access the resource independently. Pupils with SEND will be able to access the learning on offer alongside their peers using adaptive teaching.		
2026-27							
2027-28							

Planning duty 2: Physical Environment							
To make the school environment more accessible to pupils with ASD and sensory processing needs.							
Academic Year	Targets	Actions	Who	When	Success Criteria	Review Date	Evaluation
2025-26	To make the school environment more accessible to pupils with ASD and sensory processing needs. To ensure that children with additional needs have	- Conduct a sensory audit of classrooms and communal areas to identify areas for improvement. - Introduce sensory-friendly zones and quiet areas within the school.	Staff to implement, SENCo to monitor.	Sensory audit within 3 months; environment adaptations within 6 months;	- Sensory-friendly zones are established and used effectively. - Positive feedback from pupils with ASD and sensory needs and their parents. - Reduction in sensory-related incidents or distress. - Staff demonstrate increased	July 2026	

	<p>consistent and regular access to nature and nurture to support their sensory needs.</p> <p>To amend current provision for specific pupils where necessary.</p>	<ul style="list-style-type: none"> - Adapt lighting, sound, and furniture arrangements to reduce sensory overload. - Provide training for staff on supporting sensory needs and ASD-friendly strategies. - Collaborate with parents and external specialists to tailor environment adaptations. <p>Access to outdoor and nurture provision to be monitored for its consistency and effectiveness.</p> <p>Individual children will have a timetable that meets their needs and will also have access to the outdoors/ nurture provision when sensory needs arise.</p>	<p>SEMH lead to organise, in liaison with SENCo.</p>	<p>ongoing training</p>	<p>awareness and use of sensory strategies in classrooms. Adaptations to the environment, within reasonable expectations, will have been made and the impact of this evaluated.</p> <p>Provision for individual pupils with additional needs will be refined.</p> <p>Widgit will be used consistently across school.</p> <p>School learning environment will be consistent.</p>		
<p>2025-26</p>	<p>To ensure that consideration of the impact of environmental factors on pupils with additional needs is embedded in all school practice.</p> <p>To develop current provision for specific</p>	<p>Staff will consider and implement adaptations that need to be made and these will be in place consistently, across the school.</p> <p>Staff will resource and schedule regular access to the school's sensory and nurture room.</p>	<p>Staff to implement, SENCo to monitor.</p>	<p>Monitor throughout the school year</p>	<p>Staff will have an understanding of how the physical environment can affect pupils with additional needs.</p> <p>Adaptations to the environment, within reasonable expectations, will have been made and the impact of this evaluated.</p>	<p>July 2026</p>	

	<p>children to support the development of their self-regulation through ensuring their sensory needs are met.</p> <p>To amend current provision for specific pupils where necessary.</p>	<p>Individual children will have a timetable that meets their needs and will also have access to the outdoors/ nurture provision when sensory needs arise.</p>	<p>SEMH lead to organise, in liaison with SENCo.</p>		<p>Staff will have an understanding of how to support specific children's sensory needs to aid in their self-regulation.</p> <p>Provision for individual pupils with additional needs will be refined.</p> <p>Widgit will be used consistently across school.</p> <p>School learning environment will be consistent.</p>		
2026-27							
2027-28							

Planning duty 3: Information

To ensure that information in school is accessible to children with Speech, Language and Communication Needs (SLCN).

This target will also be supported by actions for planning duty 1.

Academic Year	Targets	Actions	Who	When	Success Criteria	Review Date	Evaluation
2025-26	<p>To ensure that information in school is accessible to children with Speech, Language and Communication Needs (SLCN). To continue to use Widgit online to promote speaking and listening across school.</p> <p>To promote the use of language in the Early Year's through the Wellcomm programme.</p>	<ul style="list-style-type: none"> - Review all school communications, signage, and classroom information for accessibility. - Use Widgit symbols and Makaton consistently across the school. - Develop and implement communication passports for pupils with SLCN. - Provide staff training on effective communication techniques and alternative communication methods. - Engage parents in communication support strategies through workshops and resources. <p>School to hold parent/carer sessions where the children will teach them basic Makaton signs.</p>	<p>New children to be taught basic signs by staff/peers.</p> <p>SENCo to monitor use and impact.</p> <p>EYFS team leader to plan, implement and track the impact of the Wellcomm programme.</p>	<p>Throughout the year.</p> <p>Parent/carer workshops to be arranged as part of the 2023-24 school calendar.</p> <p>Assessments to be carried out termly on the impact of Wellcomm.</p>	<ul style="list-style-type: none"> - All school information is accessible and understandable for pupils with SLCN. - Pupils with SLCN make improved progress in communication skills. - Staff use alternative communication methods confidently. - Parents report increased engagement and understanding of communication strategies. 	<p>Review and initial implementation within 6 months ; ongoing monitoring and support</p>	

		<p>EYFS will continue with the Wellcomm interventions to promote the use of language.</p> <p>Children will be assessed regular and support put in place through the use of specific interventions.</p>					
<p>2025-26</p>	<p>To embed the use of Makaton through widgit to support a variety of methods of communication.</p> <p>To continue to use Widgit online to promote speaking and listening across school.</p> <p>To promote the use of language in the Early Year's through the Wellcomm programme.</p>	<p>All staff and children to continue to be encouraged to use Makaton in their interactions, particularly with children with identified SLCN.</p> <p>All staff to be trained on how to use Inprint3 software to create resources that support Makaton as methods of communication.</p> <p>School to hold parent/carer sessions where Makaton signs will be incorporated.</p> <p>EYFS will continue with the Wellcomm interventions to promote the use of language.</p>	<p>All staff to incorporate Makaton signs as part of their quality first teaching.</p> <p>SENCo to monitor use and impact of Makaton add on using widgit.</p> <p>EYFS team leader to plan parent/carer sessions.</p>	<p>Throughout the year.</p> <p>Autumn term twilight.</p> <p>Parent/carer workshops to be arranged as part of the 2024-25 school calendar.</p>	<p>Pupils, parents and staff will be able to utilise basic Makaton to convey information, in particular to pupils with SLCN.</p> <p>Pupils with SLCN will have an alternative means of receiving and communication information.</p> <p>Children in the Early Year's will make progress in Early Language.</p>	<p>July 2026</p>	

		Children will be assessed regular and support put in place through the use of specific interventions.	EYFS team leader to plan, implement and track the impact of the Wellcomm programme.	Assessments to be carried out termly on the impact of Wellcomm.			
2025-27							
2027-28							

Signed: 

SENCo

Date: July 2025