



ST. ALBAN'S
Catholic Primary School

ACCESSIBILITY PLAN

2025-2028

Accessibility Plan

School Name: St Alban's Catholic Primary School

Dates: From 2025 to 2028 (3years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
The leadership team and Governing body work collaboratively to ensure the setting meets the academic, physical and social requirements of all pupils	Standard 1: 1.2 C I E	To decide upon how the school can approach the issues of mental health and wellbeing through the curriculum.	R. McKinney C. Ingram A. Jones J. Clinton - Chair of Governors	Appropriate child friendly materials	Ten:ten resources, Zones of Regulation, pupil voice.	2025-2028
To identify limited progress by the analysis of information and acting upon this quickly and effectively	Standard 2: 2.1 2.2 2.3 C I	Half termly data tracked and analysed. Progress meetings to identify pupils who are cause for concern. Raising Achievement Plan produced with specific targets set to for identified pupils.	R. McKinney C. Ingram A. Jones	- Insight Tracking System - Class cover for Progress meetings	Insight tracking points of progress (3 points expected over a year)	2025 ongoing
Analysis of data compared with other settings in similar communities, and with national data, to help identify key priorities	Standard 2: 2.4 C I	The sharing of end of Key Stage data with local Tolkien Cluster Group.	R. McKinney C. Ingram A. Jones	- Insight Tracking System - Class cover for Progress meetings - Tolkien Cluster Meetings	Insight tracking points of progress (3 points expected over a year) Evidence is pupils' workbooks	2025 ongoing

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Staff regularly discuss the setting's vision and philosophies, and the implications for everyday practice	Standard 3: 3.1 3.3 3.7 3.10 3.12 3.13 C I E	Development of the School Improvement Plan with all teachers	R. McKinney C. Ingram A. Jones J. Clinton - Chair of Governors	INSET time dedicated to School Improvement plan.	School Improvement Plan	2025-2028

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Staff to access appropriate training provided by other settings and by external providers	Standard 3: 3.1 3.3 3.7 3.10 3.12 3.13 C I E	Developing the role of the subject leader.	Tolkien Cluster Head Teachers	INSET Day Staff Workshops for CDP	Development/establishment of subject co-ordinators roles	2025-2028
		Team Teach physical intervention training for all staff.	All School based staff	Whole school Staff Inset	Improved co-ordination and leadership roles of phase leaders across all phases i.e. Early Years, KS1 and KS2	2026
		SENCo to attend various training sessions to support SEND: - ESBNA Training - Colourful Semantics Training (Birmingham Speech and Language Therapy Service)	A. Jones	Courses facilitated through Birmingham SEND Local offer and DLP Hall Green Consortia	Positive behaviour management training that focuses on de-escalation, communication, and teamwork to help staff manage challenging situations.	2025 - ongoing

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There is a flexible approach to the organisation of the teaching and learning environment that promotes co-operative learning	Standard 5: 5.6 C E I	Development of a Forest School Children to partake Forest School activities.	C. Perrett	School Forest School Area Forest School Equipment	Pupils' enjoyment of outdoor learning and practical activities Photographs Artefacts Collaborative learning	2025 - ongoing
The setting audits the environment to ensure it is accessible, safe and welcoming to families and community users	Standard 5: 5.9 5.10	Working with specialists to provide a long term plan (5 year building plan) for improving and enhancing the school building	R. McKinney	Diocesan approved contractors	Completion of ground floor accessible classroom Refurbishment of staff toilets Repositioning of door into SENCo room Installation of intercom system on pedestrian gate Installation of fence cover to block view from roadside Replacement of fence in the Prayer Garden	2025 - 2028

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Teachers' to plan achievable and challenging opportunities. Teachers' to make reasonable adjustments to remove barriers to learning and participation.	Standard 6: 6.1 6.2 6.3 6.4	To employ Quality First Teaching methods and approaches. Work to be differentiated appropriately for all pupils to access lessons	SLT A. Jones - SENco	Differentiated curriculum materials Learning Plan targets Widgits Cause for Concern sheets	Differentiated approaches and teaching styles Insight data showing good progress Learning plan targets being met	2025 - ongoing
The setting collaborates with other partnership schools to develop teaching and learning	Standard 6: 6.11	Tolkien Cluster meetings Building the Kingdom Collaboration Moderation meetings	R. McKinney C. Ingram A. Jones Subject leads/Class teachers	Attendance at Tolkien Cluster meetings Building the Kingdom Collaboration meetings Class cover where necessary	Improvements/changes made in response to collaborations	2018-2019

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For pupils to be enthusiastic, interested and successful in their learning	Standard 6: 6.2 6.4 6.5 6.8 6.10 6.15 C I E	To monitor the previous two years creative curriculum coverage and consider ways in which to move it forward Introduce supportive resources	Subject Leaders	• Primary Knowledge Curriculum • RWINc. Phonics • Fresh Start • Core books and non – fiction books to go with Literacy Tree and BtK • EYFS/Y1 RWI matched story books	Pupils who are keen to talk about their learning Pupils taking an active role in their own learning Slow movers in Literacy to show accelerated progress	2025-2028
For pupils to experience a range of extra-curricular activities which celebrates diversity and promotes positive physical, social and emotional health	Standard 7: 7.1 7.2 7.3 7.4 7.5	To provide a range of clubs that are accessible to all pupils e.g. French, Art, Yoga, Choir, Football, Basketball, Running, Gymnastics, Dance etc.	R McKinney	Hall Classrooms	Enthusiastic learners showing a healthy and happy disposition. Pupils who can communicate and interact in a socially appropriate manner	2025-2028

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To have a whole school approach to promoting positive emotional health and well-being for all. To monitor pupils' well-being and health. Staff to be aware of the risk factors for children as they respond to life events and times of crisis which may contribute to social, emotional and mental health issues	Standard 7: 7.1 7.7 7.8	• To raise concerns with SLT, SENCo and Pastoral Lead • To be flexible in approaches when working with pupils displaying social, emotional and mental health difficulties. • To build positive and professional relationships. • To support advice and strategies recommended by outside agencies and experts.	SLT/SENCo C Doherty (Pastoral Lead)	• Wellbeing Wednesday • Youth Mental Health First Aid • School Counsellor - Sharon Fellingham • Breathe Education website • Ten:Ten curriculum • Zones of Regulation	Pupil voice	2025-2028

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To promote the importance of full attendance. To monitor attendance. To explore regular or extended absences and take appropriate action	Standard 7: 7.17 C I E	- Intensive support for those pupils whose attendance is under 90%. - Weekly contact with parents. - Weekly newsletter showing attendance of each class - Below 95% letters sent home ½ termly to encourage improvement in attendance	R. McKinney C. Doherty (Pastoral Lead)	Attendance data Attendance letters Newsletters Meetings	Improved attendance figures	2025 ongoing

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The setting has a welcoming ethos for all families. It provides a range of opportunities for families to support their child's progress through a variety of workshops	Standard 9: 9.1 9.7 C I E	• Weekly Mass • Stay and Pray sessions • Regular Class workshops • SEN coffee morning	R. McKinney A. Jones C. Doherty Class teachers	Hall Mental Health information provided by professional bodies	Parents to show a better understanding of how to support their child with reading To have a greater knowledge of the methods and approaches used in the teaching core subjects	2025-2028
To work with parents with individual needs/disabilities and support them with taking an active role in supporting their child's learning	Standard 9: 9.1 9.4 9.5 9.6 9.9 C I E	• Trained Family Support Worker • Signposting parents to a range of support services. • SEN coffee morning • SEN newsletter • Early Help Drop-in sessions	R. McKinney A. Jones C. Doherty (Pastoral Lead/FSW)	Mental Health information provided by professional bodies Hall	Parents to show a better understanding of mental health issues and how to recognise signs To have a greater knowledge of the methods and approaches used in identifying issues and where to seek help Positive engagement with vulnerable families Parental trust in school Positive communication Improved knowledge to empower parents to manage theirs and their needs	2025 -2028