St Mary's Catholic Voluntary Academy, Marple Bridge

Accessibility Plan 2026–2027

This document should be read in conjunction with the 2026-2027 Accessibility Policy

Aspect 1: Curriculum – Improving access for all disabled pupils to the academy curriculum

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Ensure all teaching staff are aware of the learning needs of pupils with disabilities	Provide training on differentiation, SEND strategies, medical needs and inclusive teaching; maintain up-to-date SEND passports and or plans for all pupils	Staff are confident in adapting teaching approaches to meet all pupils' needs; improved engagement and progress for SEND pupils	Ongoing	SENDCO / Senior Leadership Team (SLT)
Ensure all pupils with	Adapt lesson resources,	SEND pupils have full	Termly review	Class teachers / SENDCO

disabilities can participate in all aspects of the curriculum	provide assistive technology, ensure flexible grouping and support	access to lessons, practical activities, and enrichment opportunities		
Improve access to extra-curricular and enrichment activities	Audit clubs and trips for accessibility; provide additional adult support or adjustments where required. Review risk assessments.	Equal participation in clubs, trips, and enrichment activities for SEND pupils	Start of academic year and ongoing	PE / KS Leads / SENDCO
Monitor academic progress and attainment of disabled pupils	Termly analysis of attainment and progress data; use Stockport SEND standards to track progress towards expected standards, use interventions where necessary	Ensure gaps in learning are addressed; maintain high expectations and progress for SEND pupils	Termly	SENDCO / Class teachers
Support pupils with	Implement Speech and	Pupils with communication	Ongoing	SENDCO / Teaching Assistants / Class teachers

communication and interaction needs	Language support programs; use Makaton, visual aids, symbols, and clear instructions	needs can access curriculum and engage effectively

Aspect 2: Improving the physical environment of the academy

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Ensure all school buildings are accessible	Conduct an accessibility audit of classrooms, entrances, toilets, and corridors; implement adaptations (ramps)	Disabled pupils, staff, and visitors can move safely and independently around the school. Disabled toilet access in reception area.	Academic year	Site Manager / SLT
Improve signage and wayfinding for	Install clear, high-contrast signs, visuals and tactile	Pupils and visitors can navigate school	Academic year	Site Manager / SENDCO

visually impaired pupils	markers where required	independently and safely		
Ensure outdoor spaces are accessible	Maintain pathways, ramps, and playground surfaces; provide accessible play equipment	Disabled pupils can access outdoor learning and play areas	Ongoing	Site Manager / SLT
Ensure emergency procedures are inclusive	Develop personal emergency evacuation plans (PEEPs) for all pupils and staff with disabilities; conduct regular drills	All pupils and staff can evacuate safely in an emergency	Ongoing / reviewed annually	Health & Safety Lead / SENDCO
Ensure access to specialist facilities	Adapt ICT facilities, calm rooms, and practical areas as needed	Disabled pupils can fully participate in specialist lessons	Termly review	SENDCO / Subject Leads / Site Manager
Create SEND-friendly classroom environments and displays	Use visual timetables, labelled resources, clear signage, uncluttered spaces, and	Pupils with SEND are better able to engage with lessons, understand routines, and	Ongoing / termly review	Class teachers / SENDCO / SLT

	accessible displays to support learning and orientation	navigate classrooms independently		

Aspect 3: Improving the delivery of information to disabled pupils

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
Ensure information is accessible to pupils with visual impairments	Provide large print, braille, or digital versions; ensure text-to-speech technology is available where necessary	Pupils with visual impairments can access learning materials independently	Ongoing	SENDCO / Class teachers
Ensure information is accessible to pupils with hearing impairments	Use hearing loops, visual cues, captioned videos, and sign language support where needed	Pupils with hearing impairments can access lessons, assemblies, and communications	Ongoing	SENDCO / Class teachers
Ensure parents and carers with	Provide documents in	All families can fully engage	Ongoing	Office Manager / SENDCO

disabilities can access information	accessible formats; offer parent meetings via phone or online if required	with school communications and meetings		
Ensure whole-school communications are accessible	Use clear, simple language in newsletters, policies, and notices; maintain an accessible website	Parents, pupils, and staff with disabilities can access information easily	Ongoing	SLT / Office Team
Improve pupil understanding of their learning	Provide adaptive teaching, differentiated instructions, visual aids, and alternative assessment methods	Pupils with SEND can demonstrate learning and receive feedback effectively	Ongoing	Class teachers / SENDCO

Reviewed September 2026

Next review: September 2027