

Saint Clare's Catholic Primary School

Accessibility plan



Member of staff responsible: Miss Scott
Date policy written: Jan 2025
Date approved by the full Governing body:
Date to be reviewed: Jan 2026

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

St. Clare's Catholic Primary School is voluntary aided school in the Diocese of Lancaster and part of the Mater Ecclesiae Catholic Multi-Academy Trust. Our approach to the education of the children and the policies employed by the school, are inspired by, and come naturally from our faith tradition. The Catholic Faith is fundamental to the whole life of the school and we see Christ as central to the whole educational process.

We see all that happens in our school –for example our priorities, aims, objectives, our relationships, curriculum, discipline, and pastoral care for each unique person involved with the life of the school as having the potential to reflect God's loving care for each individual. We strive to provide the children with opportunities, in a school founded on Gospel values, in which they can experience success without fear of failure or recrimination.

At St. Clare's Catholic Primary School, we value the individuality of all the pupils attending our school. We aim to give all our pupils the opportunity and appropriate support to achieve their maximum potential and gain a sense of success and worth. We do this by respecting and having regard for the pupil's varied life experience and needs. The school offers a broad and balanced curriculum which provides a wide range of opportunities and experiences for the pupils. We have high expectations for all the children.

In conjunction with our Mission Statement, our intent is to ensure that the individuality of each child is promoted, irrespective of ethnicity, attainment, age, disability, gender or background and that the children have a common curriculum experience. At St. Clare's all children have the opportunity to access a curriculum which is appropriate to their individual abilities, talents, personal qualities and educational needs.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan with the Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Current Action plan

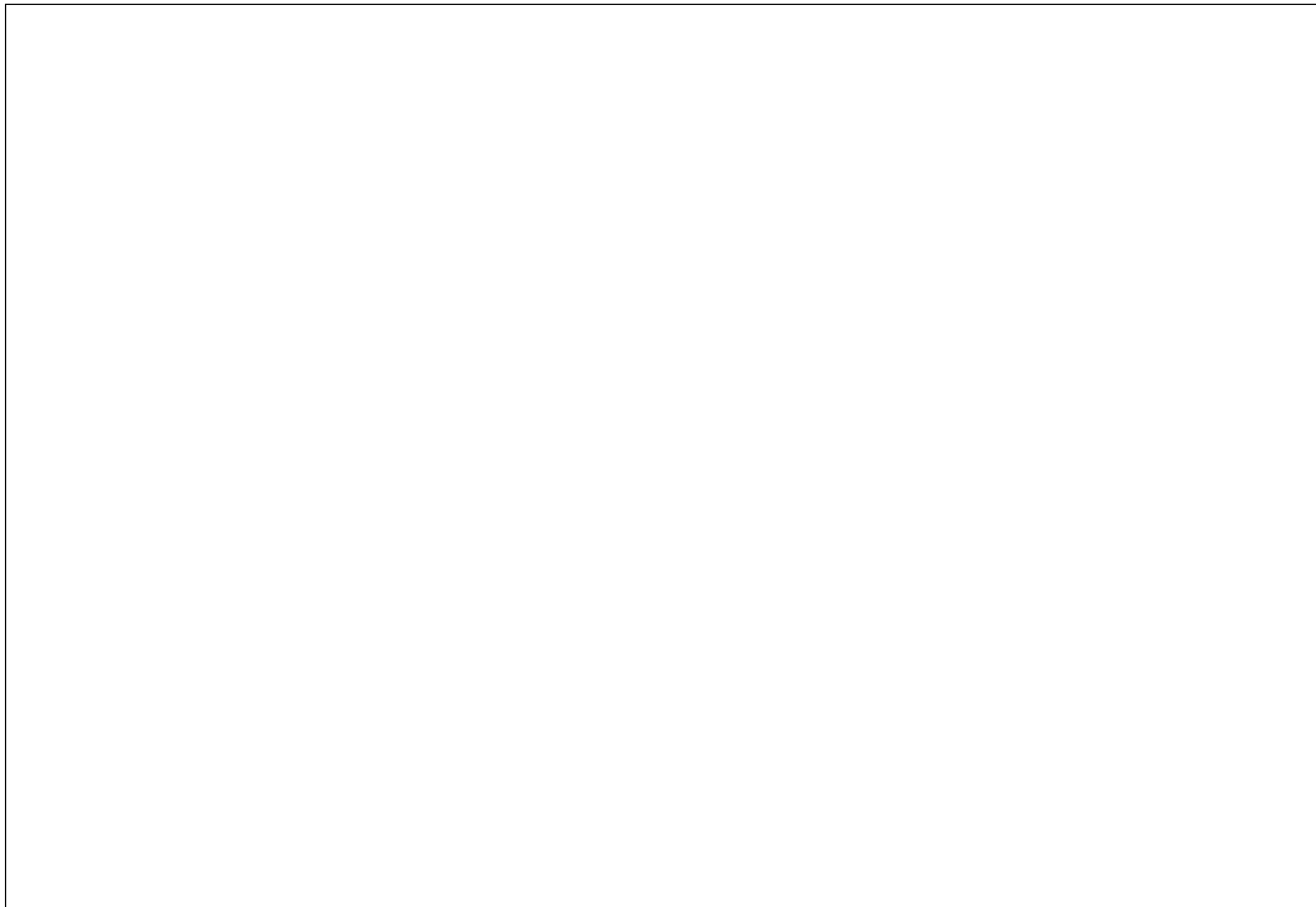
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	TARGETS	STRATEGIES	OUTCOME	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Physical Access	To ensure that pathways to and from school allow safe access by all pupils	Planned use of capital delegated resources.	Improved safe access into school for all pupils.	On-going	Safe access for all pupils.
	To ensure any children with EHCP have a personalised evacuation plan.	Establish routine for evacuating school building safely	All staff supporting our EHCP children have a clear evacuation route wherever they are working	As required	Stakeholders who require additional support to evacuate the building have a personalised plan
	To maintain a spacious disabled toilet with changing facility	The changing area has been created to be used if needed.	Access to the changing area is in place.	On-going	A spacious disabled toilet is maintained.
	To ensure that any restructuring includes appropriate access for all.	Work with contractors to ensure access to all stakeholders	School continues to be accessible for all.	As required	Work is maintained
Curricular Access	To ensure that teachers and support staff have the necessary training to teach and support pupils with a disability.	To carry out teaching and support staff training needs analysis to establish training needs. To produce on-going training programme.	Staff more able to meet the requirements of disabled children's needs with regard to accessing the curriculum.	On-going	Increase in access to National Curriculum disabled children.

	TARGETS	STRATEGIES	OUTCOME	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Access to Information	To ensure parents are aware of written materials and agencies available to support disabled pupils from the LEA.	The school makes parents aware of the services and written materials provided by the LEA by: Newsletter Leaflets Parents Meetings School Nurse Notice board SENCo	If needed the school can provide written information in alternative format.	On-going	Improved dissemination of information.

Future Action Plan

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Ensure children that have wheelchairs or walking aids are able to access the classroom.	<p>Ensure all classrooms are spaced appropriately to aid free movement of a wheelchair.</p> <p>All EYFS classrooms are accessible.</p> <p>A ramp will be need in KS1 classrooms.</p> <p>Classrooms in KS2 will be reassigned in order to ensure they are accessible.</p>	SENCO, Site Supervisor and Headteacher	If a child with a wheelchair or walking aids joins the setting.	Children will be able to move without obstruction around the school building.
Improve and maintain access to the physical environment	Ensure classroom equipment is at an accessible height for wheelchair users.	Carry out an audit of school environment to ensure that all equipment and resources are at an accessible height.	SENCO and Site Supervisor	If a child with a wheelchair or walking aids joins the setting.	Child will be able to independent all resources and equipment needed.
Safe storage of equipment	Ensure specialist equipment is stored safely in a locked storage room.	Provide space in SEND room to store specialist equipment and reinstate the lockable door.	SENCO	If a child with specialist equipment joins the setting.	Equipment will be stored safely and easily accessible for staff.



4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and SENDCO.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy