



Together we flourish



Accessibility Plan

Approved by	Kevin Nicol
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Review date	September 2027
Policy owner	Jennifer Colley

St Mary's Catholic Primary School
Accessibility Plan 2026 - 2027

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At St Mary's Catholic Primary School our children are provided with high-quality learning opportunities so that each child attains and achieves their full potential. Our values reflect our commitment to a school where there are high expectations of everyone. We work hard to ensure that every member of our school community is valued. We are committed to providing a safe environment where children's confidence and self-esteem thrive.

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.

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

This plan is compliant with current legislation and the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the plan over the prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against a pupil because of sex, race, disability, religion or belief and sexual orientation'.

According to the Equality Act 2010 a person has a disability if:

- (1) He or she has a physical or mental impairment, and
- (2) The impairment has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

St Mary's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all children, staff and visitors, regardless of their sensory,

social, physical, cultural and emotional needs. We take positive action in developing a culture of inclusion, support and awareness of the Equality Act 2010 within our school.

At St Mary's Catholic Primary School, we recognise and value the knowledge of parents and carers regarding their child's disability and/or needs and respect a family's right to confidentiality.

The school Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within given timeframes, anticipating the need to make reasonable adjustments to accommodate needs where possible.

It is a requirement that the schools' Accessibility Plan is resourced, implemented and revised as necessary and reported on an annual basis. The priorities within the plan were identified by:

- The Governing Body
- Headteacher
- SENDCo
- Senior Leadership Team
- School Business Manager
- Site Supervisor

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

Priority	Person Responsible	Action Required	Resources	Date to complete actions by	Success Criteria
Continue to update information on pupils who have a SEND need or disability.	SENDCo	Ensure yearly new pupil intake includes a review of disability needs. Meet with class teachers and SLT to share information on individual pupil needs. SENDCo to meet with parents of pupils with SEND needs or disabilities.	Staff Meeting time. SENDCo dedicated time. SEND review meetings.	Annually As appropriate upon a pupil's arrival	The school has a register of its pupils with disabilities/SEND needs along with their disability.
Increase access to curriculum for pupils with a disability and identify specific training needs.	Head teacher. SENDCo. Subject leads.	Continue to enhance the school's environment for pupils with SEND needs. Ongoing audit of additional needs and resources in school – resources purchased and dedicated to specific pupils/needs. Increase access to IT equipment across school through improved use of accessible technology. Continue to	School Budget. SENDCo dedicated time. Subject Leader meetings/ PPA. Support from Health and Children's Services.	Throughout the school year.	All staff to be aware of the four main areas of need within the Code of Practice and use appropriate strategies to engage pupils and ensure positive outcomes for them. Increased awareness of Autism and associated behaviours amongst staff. Information used to build nurturing approach and

		engage with parents. 'Nibble and a Natter' workshop sessions to share knowledge and increase communication with parents. Regular updates to ensure pupils with disabilities are supported through planned and specific CPD opportunities, e.g Autism awareness training. Regular updates to ensure pupils with medical needs are supported through planned and specific CPD opportunities, e.g Diabetes training. Subject leaders responsible for adapting curriculum to meet individual needs for pupils with a disability/ SEND need.			facilities within school. Staff at school are trained on different disabilities and how to support differing medical needs and disabilities (e.g. type 1 diabetes / epi-pen). Increased communication and knowledge sharing amongst staff and parents
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Ensure information collecting regarding pupils who have a disability is appropriately shared.	SENDCo. Medical Lead.	Continuously update the school's medical register.		Each September intake and with new arrivals throughout the year.	All staff have up to date information on pupils with Disabilities/medical needs,
Improve the delivery of information to pupils/ parents and carers.	Headteacher. SENDCo. School business manager.	Consult with parents, pupils and visitors about the school's provision for people who have a disability. (Use questionnaires, newsletters and meetings etc.) Seek views of parents as to their preferred means of communication Enlarged print used if appropriate. Letters and information to be provided in different formats where a need is identified. Additional support for parents in completing any documentation.	Newsletters, questionnaires, face to-face meetings. Induction for parents and Pupils. SEND Review meetings. EHCP Annual Reviews. Questionnaires.	Ongoing	Stakeholders are consulted and the necessary actions taken to improve communication. Parents/carers receive information in their preferred format and style. Parent / carers are able to attend meetings at chosen location / format that meets their needs.
Improve the delivery of communication to pupils.	Headteacher. Year 6 Team.	Access Arrangements for Key Stage 2 SATS are	DfE website to check current access	Reviewed annually. Seating plans/reasona	Access arrangements submitted promptly for

	SENDCo. School business manager.	referenced and applied for as appropriate. Seating plans are considered in all lessons. Access to resources to meet individual needs e.g. coloured overlays, pencil grips, sensory toys.	arrangements. Purchasing appropriate screener and overlays to support pupils with dyslexic tendencies.	ble adjustments looked at on an ongoing basis.	those requiring them. Reasonable adjustments in place for pupils to allow them to achieve academically and on a social and emotional basis.
Monitor pupil achievement by SEND needs/disability.	SENDCo Class Teachers	Monitor attainment and achievements of SEND pupils.	Data Analysis.	Termly.	Any under achievement identified and addressed through PPRM/SEND review meetings.
Portray disability positively in books, curriculum, displays and school events	All staff.	Planned assemblies/lessons on disability and equality. Ensure displays feature people with disabilities. Plan disability issues into PSHE.	PPA time. Staff meetings.	Ongoing.	Children talk in positive and knowledgeable terms about disability.
To encourage participation by people with disabilities in school life.	Headteacher. SENDCo.	Amend school invitations to school events to include requests for special arrangements. Parking arrangements are appropriate for people who require special arrangements.		Completed at the start of each academic year.	The school boasts different accessible play equipment (e.g sensory equipment or wheelchair friendly play equipment). Opportunities for pupils with disabilities to participate in

					events alongside other pupils
Toilets	Site Supervisor	Disabled access toilet available with equipment fully maintained.	Annual Maintenance	Ongoing	All visitors to school have access to disabled toilet room if needed.
Reception Area and Main entrance.	Site Supervisor. Headteacher.	Area continues to be spacious and accessible to wheelchair users.	Annual Maintenance .	Ongoing	Space remains accessible.
Emergency Escape Routes	Headteacher. Site Supervisor H&S Governor.	Fire evacuation plan in place. Weekly testing of fire alarm systems. Clearly labelled access routes. Individual evacuation plan written for pupils with disabilities	Termly H and S updates for all staff.	Termly. Throughout each academic year.	All visitors to school with a disability are supported via effective evacuation procedures.
Internal Signage	Site Supervisor	Fire Exit signs throughout the school. Evacuation procedures in each class. Information boards displayed at regular points throughout the school building.	Termly Checks to ensure signs and exit routes are correct. Staff Induction time to ensure all new staff are aware of procedures.	Termly throughout each academic year.	Health and Safety Audits.
Corridor Access	Site Supervisor	The school is accessible on one level. Disabled toilet facilities are purpose built.	Annual Maintenance	Ongoing	All visitors to school have increased access via automatic double doors, minimising

		Access points are designed to meet the needs of all learners. All corridors remain spacious and free of furniture.			difficulties for anyone with a disability.
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