

St Mary's Catholic Primary School and Nursery



Accessibility Plan

Three-year period covered by the plan 2024 - 2027

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Statement of intent

This plan outlines the proposals of the governing board of St Mary's Catholic Primary School and Nursery 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

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members may not fully know whether the curriculum is accessible or not to pupils with SEND	Audit of curriculum with regards to its accessibility for pupils with SEND – when SLs meet with DHT/ HT – drop ins	Headteacher/ DHT / teachers/SENDCO	Termly	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2025
	Staff members may not have all the skills necessary to support pupils with SEND and the wide and emerging range of needs.	Regular INSET provided to staff members: teachers and TAs Training for teachers/ TAon supporting SEND needs in curriculum.	Headteacher/ External advisors/SENDCO	Annually	Staff members have the skills to support children with SEND	Autumn 2025
Medium term	School trips may not take into account emerging needs of pupils with SEND	Needs of pupils e.g. pupils in YN/ R and Y6 pupil with SEND incorporated into planning process – e.g Y6 residential Prompts included in planning proforma	Teachers/SENDCO	As and when	Planning of school trips takes into account pupils with SEND	Autumn 2025
Long term	Pupils with SEND may not be able to access different lessons	Taking each child and their needs individually, continually assess and review those needs and make adjustments to pupils with SEND e.g.use of workstations (YR pupil 2024/25)	Headteacher/ICT Manager/SENDCO	Spring 2020 and ongoing	Pupils with SEND can access lessons	Autumn 2025

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management may not fully know if the school's physical environment is accessible	Audit of physical environment	Building surveyors/ Resources health and safety inspection group	Termly	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Autumn 2025
	Pupils with disability (e.g. Y2 pupil 2024/2025) regarding toileting needs do not have the facilities required to fully support needs	Audit of physical environment Research available products	SENDCO Reputable suppliers	Autumn 2024	Toilet with built in hygiene support installed in unisex/ disabled toilet at front of the school Pupils and adults with needs provided with training or instructions on how to use.	Autumn 2025

Medium term	Learning environment of staff and pupils with hearing impairment may not be fully accessible	Incorporation of adjustments to meet needs	School business manager	As and when needs emerge. E.g. unit borrowed in Y6 in 2022/2023	Learning environment is accessible to pupils with hearing impairments	Autumn 2025
	Wheelchair users may not be able to access <i>daily mile</i> track easily	Ensure there is always easy access to track	School business manager	Always	Daily mile track is accessible to wheelchair users.	Autumn 2025
Long term	Children with physical disabilities may not easily access school buildings – lack of ramp access Y2, Y3, Y4	Construction work undertaken	School business manager/building contractors	As and when required	School building is fully accessible	Autumn 2025

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not always know whether school information is accessible or not	Audit of information delivery procedures	SENDCO/SBM / SBA	Summer 2025	School is aware of accessibility gaps to its information delivery procedures	Spring 2026
	School may not always know how to make all written information accessible	School seeks advice from external advisors	SENDCO	Summer <u>2025</u>	School is aware of local services for converting written information into alternative formats	Summer <u>2026</u>
Medium term	Written information may not always be accessible to pupils with visual impairments	Research means in which to provide written information in alternative formats can be made available	SENDCO/ICT manager	As and when required	Written information is fully accessible to children with visual impairments	Autumn 2025
Long term	School website may not always be accessible to children with SEND depending upon emerging needs.	Audit of website	SBA/ SENDCO	Summer <u>2025</u>	Website is fully accessible	Autumn 2025