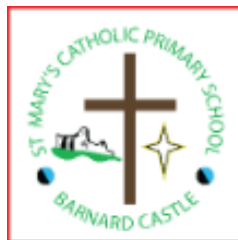




St Marys Catholic Primary School



Accessibility Plan

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Contents:

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Aims of the Accessibility Plan

This plan outlines how St Mary's Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 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.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues St Mary's Catholic Primary School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the School will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

Access Audit

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Children with SEND accessing broad and balanced curriculum	Ensure teaching environments reflect and support needs and learning styles for all pupils. Classroom organisation, seating plans, standing desks, soft landing spaces, sensory aids, visual aids.	Class Teachers HT/SENDCo	Summer 2025	All children will be happy, settled and ready to learn. All pupils will make good progress Environments will change accordingly with each cohort and growing needs.
ECTs new to the school and EY cohort	Purposeful CPD to support induction. Effective mentoring with specific targets to ensure individual needs of pupils are identified and appropriate actions in place.	Class Teacher Mentor HT	Summer 2025	Early Identification in place through completing short notes and support plans. Professional conversations will develop teacher knowledge and understanding of SEND needs. Relationships between pupils, staff and parents will be positive with clear targets in place.
Pupils with SEND require additional support.	Additional interventions that are purposeful and progress measurable. Use teacher/TA audit skills to best place TA support for small group work and 1-1 interventions	HT/SENDCo Teachers TAs	Summer 2025	Interventions will be effective because teachers and TA's feel confident in their delivery (SW sessions, SALT, basic skills, sensory, nurture, wellbeing)
Pupils with SEND do not make progress in line with peers.	Ensure reasonable adjustments are part of QFT and lesson delivery follows AIMPACES sequence High expectations from SLT Robust monitoring and feedback Support for new staff/ ECTs Termly review of lesson sequencing Book Looks and Learning walks	HT/DH All Staff	Summer 2025	Consistent teaching approach across school so that all pupils can develop individual 'toolkits' so that effective learning takes place. Expectations for all pupils are consistent with reasonable adjustments in place.

Access Audit

	Pupil voice			
Accessibility of school trips for all pupils.	Pre visit assessment of suitability-transport, access, ratios, toilets. Risk assessments. (Evolve)	SLT Evolve approved	Autumn 2025	All pupils will be able to attend school trips with reasonable adjustments made where necessary.

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Access needs of all pupils/staff/parents and carers.	Access needs communicated between parents/ school Liaise with outside agencies to ensure individual needs are shared and understood.	SENCO, Headteacher	Summer 2025	Relevant and current information is gathered and shared as required so that all needs are met. Reports from other outside agencies will be shared with all appropriate staff and embedded into support plans for individual pupils.
Is the school layout accessible to all learners and visitors?	Ensure accessible areas are reviewed regularly so that needs are met. Alternative routes to classrooms identified and kept clear.	Headteacher SLT Caretaker	Summer 2025	All children with SEND can access the whole school environment. All visitors can access the school environment with any reasonable adjustments made

Access Audit

Is access to site maintained during all weathers and seasons.	Ensure pathways are gritted and ice free and check exterior lighting is working on a regular basis. Provide designated drop off point for disabled drivers. To ensure the buildings remain fully accessible and compliant in line with the Equality Act.	Caretaker SBM Headteacher	<u>Summer 2025</u>	Paths accessible and safe. Improved safe access for pupils, parents, staff and visitors. Designated parking, toilets and alternative access/ entrance for accessible wheelchair use.
Are Fire Safety assessments and Fire equipment regularly checked and maintained?	Ensure staff are fully trained and aware of their duties. Fire alarm practice with the children to ensure they are prepared PEEP to be actioned for any pupils/staff with a disability or impairment.	Caretaker Headteacher Fire Warden	Summer 2025	All staff and pupils have safe independent exits from sites Children are aware of what to do in the event of a fire alarm New members of staff are competent with fire drill procedures PEEP put in place for any students with disabilities/impairments.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Written information is not always accessible to parents in different formats	Provide written information in alternative formats. Upload weekly newsletter to Website. Provide translated/audio documents if required.	HT SBM	Ongoing	All parent well informed of school communications.
Website is compliant with statutory regulations.	SLT to update and maintain websites.	Administrative time. Computer staff time.	Autumn 2025	Information available to all electronically Compliant.

Appendix 1 Accessibility Audit



Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors. Lead have disabilities, both inside its buildings and on its grounds.

How to use this audit

The audit will be carried out at least once every **3** years. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Guidance notes are attached at the end of the audit to help prompt enquiry. Actions should be collated into broad issues for carry over to the Accessibility Plan.

An audit for all types of disability

While conducting this audit, schools should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
St Marys Catholic Primary School	24th June 2025

Audit completed by	Role
Lesley Box	HT

ACCESS AUDIT

Access Audit

Feature	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum				
Staff members know how to ensure the curriculum is accessible.	Management and teaching staff are aware of the complex needs of children with SEND. These are shared with staff and adjustments discussed.	Continue to audit the curriculum to ensure accessibility for all.	Headteacher, Teachers, SENCO	Ongoing
Staff members have the skills to support pupils with SEND.	Staff members have the skills to support pupils with SEND	INSET provided to staff members. Training for teachers on adapting the curriculum based on EEF research '5 a day'	Headteacher, external advisors, SENCO	On-going
School trips take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Planning of school trips considering pupils with SEND during pre visit assessment	Teachers, SENCO	On-going

Access Audit

Pupils with SEND can access lessons	Provide reasonable adjustments for pupils with SEND Pupils with SEND can access lessons through ICT equipment, radio aids, visual aids and other assisted learning facilities.	Continued evaluation of SEND aids For children with significant need, support to be sought from Durham LA	Headteacher, ICT manager, SENCO	On-going
Teaching and learning methods and environment support pupils with hearing and visual impairment to access learning.	Quiet classrooms, child facing teacher, clear enunciation. Support as required. Progress confirmed by observations and formal assessment.	Continued CPD and observations of classroom practise. Support from the sensory and physical team (LA) when needed	Teachers, SENCO	On-going
Staff are trained to provide accessibility to lessons to support children with medical needs.	SENDCo is fully trained to ensure she is responsive to needs that may arise SENDCo able to disseminate good practice	CPD Training School Nurse Awareness of SEND updates	Teachers, SENCO	On-going
To continue to use external services to support pupils with a disability.	Accessibility to external services for advice and support and then to provide ongoing advice and support as required. (IASS)	Continued CPD and liaise with SEND Team.	SENCO IASS SEND Support Team	On-going
Access to the physical environment – See guidance note 2				

Access Audit

Corridors, Aisles & Doors	<p>All corridors are suitable in size to accommodate wheelchair access.</p> <p>Steps in 1 area – alternative suitable entrance/exit identified.</p> <p>The Site team are proactive in ensuring that corridors remain clear of obstructions.</p>	Caretaker and cleaner to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	<p>Caretaker Cleaner</p> <p>Staff on duty</p>	On-going
Car Parks and School Grounds bays	On-site car parking for staff and visitors including dedicated disabled parking bay in front of the school.	Monitor disabled bays and ensure that they are used for their intended purpose.	Leadership	On-going
Entrances & Reception	Entrances to the school are either flat or ramped and all have wide doors.	Timetables of individuals to be reviewed to allow early entry or adequate space for leaving.	Leadership - Timetable	On-going
Toilets	The disabled toilet is available for use	Maintain cleanliness of the facilities	<p>Cleaners</p> <p>Caretaker</p>	On-going
Means of escape	The School has internal emergency signage and escape routes are clearly marked. Emergency signage and escape routes are clear.	Checks and monitoring to continue.	Finance & Operations Manager	On-going
Access to information				

Access Audit

Information such as SEN support plans, EHCPs and EHCP reviews are accessible to all people who support the child.	To continue to allow parents choices about how they are communicated with and how they provide their points of view.	To continue to provide a choice of formats for parents and carers	SENCO SEND Team at Durham Safeguarding Leads Admin	On-going
Information is shared with all pupils, staff and parents.	Information is stored securely on Bromcom, children's individual files and also accessible through a digital folder on one drive	Staff can access key information	SENCO, Headteacher Safeguarding Leads Admin SEND IASS	On-going
School understand how to make written information accessible to support visual impairment.	Schools seeks advice from external advisors and SEND advisors for support when required to support individual sourcing and gathering for parents and carers	School is aware of local services for converting written information into alternative formats	SENCO, Headteacher Safeguarding Leads Admin SEND IASS	On-going