

St Marys Catholic Primary School



Accessibility Plan

'Learning and Loving on our journey with Jesus'

This policy supports the distinctive nature of our school which is based upon the teachings of Jesus and the commitment to fulfil each child's potential whilst recognising their uniqueness.

Aims

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

A person is regarded as having a disability under the Equality 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. Special Educational Needs and Disability (SEND) Code of Practice 2015, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

Under the Equality Act, schools are required to make reasonable adjustments for pupils with disabilities to alleviate any substantial disadvantage that a pupil faces in comparison with non-disabled pupils. This can include provision of a support or adjustments to premises.

St Mary's is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will challenge negative attitudes about disability or accessibility and commit to developing a culture of awareness, tolerance and inclusion. We ensure that staff are trained in equality issues with reference to the Equality Act, including understanding disability issues.

This accessibility plan is reviewed every three years to take into account the changing needs of the school and its pupils.

Access to the curriculum for pupils with a disability					
Current Good Practice	Objectives	Actions	Responsibility	When/Review Date	Outcome
Our Curriculum of core subjects is designed to allow equal access for all children Curriculum progress is tracked for all pupils including those with a disability. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities Specific needs are referenced on risk assessments to ensure that all pupils are able to participate as fully as possible. Specific teachers and Teaching Assistants access training to manage medical conditions in school. Transitions are carefully planned and managed with nurseries, preschools and secondary schools so that specific pupil needs continue	Develop staff awareness of Children with special educational needs and disabilities and develop their confidence to scaffold the curriculum	Professional learning and training sessions	SENCO Head Teacher Class Teachers Support staff	Termly	Raised staff awareness and confidence of strategies to scaffold learning and increase pupil participation.
	Provide specialist training/guidance for staff to support a child with a specific disability when admitted	Liaise with external agencies e.g. school nurse service. Liaise with parents/carers		As required	All pupils make at least good progress
	All staff have high expectations of all pupils and strive to remove barriers to learning	Professional learning and training sessions Liaise with parents/carers/external professionals SEN Support Plans Purchase of specialist resources and equipment Pupil assessment and tracking	SENCO Head Teacher Class Teachers Support staff	Termly	All pupils make at least good progress
	Educational visits and residential trips are accessible to all children irrespective of any special need or disability	Teachers will liaise with SENCO, Educational Visits Coordinator (EVC), external agencies, parents and young person when planning access to educational visits and residential trips. Specific needs are referenced on risk assessments. Appropriate adult/child ratios	SENCO EVC Teachers	As required	All children are able to access educational visits and residential trips as fully as possible.
	To provide specialist equipment as needed to	Teachers and SENCO to identify needs of the children and source specialist	Teachers SENCO	Termly and when required	All children develop independent strategies and learning skills

to be met successfully in their new setting.	support access to the curriculum	equipment required liaising with external agencies where necessary			
	To meet individual needs of pupils in statutory tests	Children will be assessed in accordance with regular classroom practice. Specific access requirements e.g. additional time, modified tests will be applied for as required	Teachers SENCO Head teacher	School Assessments - Termly KS2 SATs and MTC - annually KS1 Assessments (optional) and Phonics Screening test – annually: EYFS GLD	Barriers to assessment access removed or reduced enabling all children to participate to the best of their ability
	Rigorous tracking of assessment data for all children but especially those on SEND register	Pupil progress meetings at least termly At least termly updating of SEN support plans informed by pupil progress meetings and data tracking	Teachers SENCO Head teacher	Termly	Staff use assessment data accurately to track the progress of Children with SEND and use this for future planning to ensure that all pupils make at least good progress
	Continued careful planning of transitions between settings and from one class or activity within the school to another class or activity.	Pupils with a disability are encouraged to visit our school prior to induction day and as often as is appropriate to become familiar with their new classroom and teacher, Our pupils with a disability are encouraged to visit their next school on induction days and as often as appropriate. Teachers meet with professionals from previous setting and observe the pupil	Class Teacher SENCO Head teacher Support staff	Annually and when required	Pupils are confident in the transition and continue to make good progress

		in their previous setting if appropriate Teachers ensure that daily transitions are managed appropriately using visual timetables, Now/Next boards, Countdowns and timers.			
	Ensure positive attitudes to disabled people are represented in the curriculum and when talking and writing about disabled people.	Continue to build resources to positively represent disabilities. Staff awareness All inappropriate resources removed and new resources checked thoroughly	All staff	Annually and as required.	Pupils and staff convey positive attitudes towards disabled people

Access to the Physical Environment					
Current Good Practice	Objectives	Actions	Responsibility	Timescale	Outcome
The school building is single story building with no stairs. The school has been made further accessible with the following adaptations and practices: - Ramps to external classroom doors where not at ground level - A disabled parking space available directly outside the main school entrance - families which require special access to the school car park are given so.	The school stays aware of the building access needs of disabled pupils. Staff, governors, parents/carers and visitors	Continually review stakeholder needs and draw up plans to meet as appropriate. Parents/carers to be consulted. Disabled societies/ external professionals to be consulted Consider needs at recruitment process	SENCO Head Teacher Class Teachers Site Controller	Annually and as required	All stakeholders feel confident they have full access to the school building. Access issues do not influence recruitment and retention of staff.
	The layout of all areas in the school is organised to ensure that pupils with disabilities can participate in all school activities and to promote independence.	Adaptations made to layout according to the specific needs of pupils with pupils/carers and disabled societies and external professionals consulted. Observation of pupil around the school. The school is kept as tidy as possible with all corridors kept clear.	Head teacher SENDCO Class teacher Site controller	Annually and as required Daily	All pupils are able to move freely around the school and participate safely in all school activities .

- A disabled toilet		Teachers evaluate the use of space and furniture in classrooms to ensure access for all pupils, Pupils are encouraged to push their chairs in and to keep their classroom tidy. Peers made aware of the child's special needs as appropriate			
	All disabled pupils can be safely evacuated in an emergency	Ensure all staff are aware of their responsibilities in an emergency Consider creating a PEEP for disabled pupils	SENCO HT	Termly Annually and as required.	All disabled pupils are safe in the event of an emergency evacuation or lockdown

Access to information					
Current Good Practice	Objectives	Actions	Responsibility	Timescale	Outcome
All school information is available electronically and on paper if required Email messages are regularly sent to parents for home/school communication, via Arbor.	Ensure staff are familiar with technology and practices to assist pupils/parents/carers visitors with disabilities to access information	Appropriate training when necessary	All staff Head Teacher SENCO	Annually and as required.	All pupils/parents/carers/visitors feel welcomed, can understand everything around them and can access the information they need
	All correspondence to be written in plain English and using a clear font	Clear font to be used for all correspondence Office staff will provide information in large print when requested and will support parents to access information and complete forms	All school staff	Daily and as required	All correspondence is clearly written and accessible
	Identify parents who have disabilities that could affect their interaction with the school	High level of awareness from all staff. Good information sharing between staff	All school staff	When children join the school	The School meets the needs of disabled parents in relation to their children in the school

				and as required.	
	Ensure written information is accessible to pupils with dyslexia or visual impairment	Provide staff with training or guidance on accessible formats for information	SENCO Office staff Teachers	Annually and as required	All Information presented to pupils is accessible and dyslexia friendly
	All staff to continue to ensure that both in lessons and in parent/carer meetings or presentations information is presented in a user-friendly way for people with disabilities. e.g. by reading aloud presentations and describing diagrams	Good use of ICT Clear speaking in presentations with written handouts available. Lesson planning Observations Pupil voice SEND monitoring TA feedback Parent/carer surveys Staff awareness All inappropriate resources removed and new resources checked thoroughly	All staff	Weekly/as required	All children and adults understand information presented to them. The school is aware of and able to meet the needs of disabled parents in relation to their children in school
	Provide/receive information in other languages if appropriate	Facilitate use of translators, interpreters or signers if appropriate	SENCO	When required	All parents can communicate with the school and can access and share relevant information

This policy was ratified by the Governing Board

Date

Signed

It will be reviewed by December 2025.

