

St Mary's School Accessibility plan 2026-2028



Date of Plan: **January 2026** Approved by: **HT/F&R Committee** Date of next review: **January 2027**

Section 1:

Purpose of the Plan

The purpose of this plan is to show how St Mary's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils. St Mary's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

School is committed to ensuring equal opportunity for all pupils and is an inclusive school.

- All pupils have a right not to be discriminated against.
 - Pupils with a disability shall have the same access to services and opportunities as non- disabled pupils.
 - The skills, experience and contribution of pupils with a disability will be valued and given equal recognition and respect.
 - Services and opportunities for all pupils will promote and support building independence. These will be child centred working towards the individuals own targets.
- Definition of Disability

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

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum statement
- Equal Opportunities Policy
- Single Equality Scheme
- Health and Safety Policy
- Special Educational Needs Policy
- Values (Behaviour) Policy
- School Development plan
- Online prospectus and Mission Statement

The Complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how St Mary's Catholic Primary School will address the priorities identified in the plan. The plan is valid for three years 2022-24. It is reviewed annually.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The tables, in the subsequent pages, set-out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase access to the curriculum for pupils with a disability	St Mary's Catholic offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Ensure that staff have access to required training / CPD relevant to their specific role(s)	-Audit of staff CPD needs for relevant staff (dependent on identified needs within cohorts). -Identify and action relevant CPD opportunities (courses, visiting professionals, setting visits etc.)	CPD Leader SENDCo	Ongoing	Staff feel confident, and are appropriately skilled, to fulfil their roles to a high standard.
		Access to / provision of relevant specialist learning resources	-Identify any resourcing gaps or areas where resources could be improved -Source and supply identified resources to linked class / staff member.	Head Teacher SENDCo	Ongoing dependent upon pupil needs	The specific resourcing needs of individual pupils are addressed.
		Tailoring of learning activities (including PE / sport) to ensure that pupils with disabilities can fully access the planned learning	-Provide advice and support to class teachers / TAs (including accessing advice from advisory teachers / external practitioners).	CPD Leader SENDCo	Ongoing	All learning activities are tailored so that all pupils access and fully participate.
To further develop provision for pupils with social, emotional and mental health difficulties	Pastoral Support Worker has undertaken a range of relevant CPD activities / courses and class TAs have accessed some elements of Lego linked therapy training. General staff input regarding ACEs (Adverse Childhood Experiences) to raise awareness. Efficient and effective signposting to/referring for access, to relevant support bodies	To raise staff awareness of social, emotional and mental health needs and ensure that there are sufficient numbers of trained staff so that provision meets need.	-Complete general CPD and periodic information sharing sessions with teaching / TA staff. -To provide targeted CPD for identified staff (pastoral lead TAs) through courses, visiting professionals, setting visits etc.	CPD Leader SENDCo	2024-25 Ongoing	General staff awareness is high and provision available to pupils matches demand.

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Improve the delivery of written information to pupils	Access to enlarged texts, scribes etc. for visually impaired pupils Use visual timetables and calendars. Use of PECS (Picture Exchange Communication System) to prompt and relay information to pupils with visual / processing difficulties and new to English EAL pupils. Tailored resources such as Barrington stokes reading books for dyslexic pupils. Use of CIP (Communication in Print) Widgit symbols to indicate key amenities in shared areas and in relevant classrooms.	To ensure that pupils who may have additional needs that impact upon their ability to access written information are effectively and efficiently identified.	-To raise staff awareness of the key indicators of need and process for flagging to SENDCo (revisit regularly in staff meetings). -To undertake screening of pupils who may have needs, particularly at the beginning of the academic year and for new joiners. -To provide all required resources (overlays, modified texts etc.) to classes where need arises. -To liaise with parents in regards to actioning optometry checks (where concerns arise) and action any recommendations.	SENDCo Signpost by Teachers/TAs -Action SENDCO -SENDCo -SENDCo / Teachers	Annually Likely annually (as required) As required As required	Pupils' needs are identified and assessed in a timely manner. Appropriate resources are provided, and modifications made, so that barriers to pupils accessing written information are removed.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To improve and maintain access to the physical environment	A small number of pupils with SEND / disabilities have specific equipment and setting arrangements which have been implemented and then tailored / developed over time. Effective practices and approaches are shared as part of transitions (between year groups / settings).	It important to ensure that there is an effective handover when a pupil changes year groups to ensure their new learning environment is tailored to their needs and that the transition is smooth.	Arrange handover meetings between the child's key worker(s) and current / new class teacher. Consider the layout of the classroom environment to ensure accessibility and make required changes ahead of the transition date.	SENDCo Class Teachers SEND TAs	Summer Term 6 (annually)	Receiving teacher / TA are able to tailor learning environment and resources and ensure a smooth transition.
	Survey evidences that parents find school site easy to access and use. Feedback identifies that parents with hearing difficulties can struggle to hear at school events and parents' meetings.	To ensure that the school campus and events are fully accessible and appropriate for parents / visitors who have hearing difficulties.	To consider the specific issues raised within the parent audit (security buzzer / speaker and acoustics at school events such as assemblies and parents' evenings) and make necessary / appropriate changes.	Head Teacher Class Teachers	Event by event basis (ongoing)	School campus and events will be equally accessible to parents / visitors who have hearing difficulties.

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey. Fire exit access / entry to all classrooms. Entrance hall has sloped entry / exit. Majority of other exits have small ledges. Building is wheelchair accessible.	Review access arrangements regularly.	Head Teacher	Annual / (after each relevant event).
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre. Junior corridor is narrower than other corridors and congestion could be an issue at times of heavy use.	Corridors to be tidy and free from obstructions. Junior corridor traffic to be monitored and any issues reported.	All school staff	Ongoing
Fire alarms	Currently auditory alarm in place. Alarm functions well and is serviced and maintained to a good standard. Regular fire evacuation practices and testing of the alarm system.	If fire alarm requires updating replacing then investigate the cost of installing visual fire alarms to key areas of the school.	Head Teacher F&R Committee	TBC
Doors	All classroom and corridor doors have clear glass window panes at sitting height (safety glass)-this means wheelchair users can see through the glass from a sitting position (and be seen). The Infant toilet doors are solid as are the disabled and adult toilets.	If doors are replaced then consider accessibility issues when selecting new units.	Head Teacher F&R Committee	TBC
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Head Teacher M&WB Committee	Ongoing