



St Mary's Catholic Primary School

Accessibility Plan

Reviewed: September 2023

Next review: September 2026

Date approved: _____

ST MARY'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLANNING

2023 – 2026

Aims

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 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

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.

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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

St Mary's Catholic Primary school Access Plan

 Increased access to the curriculum for disabled pupils

Targets	Strategies	Success Criteria	When
Effective communication and engagement with parents	SENDCO	Termly meetings/written report comment with/to parents/carers Parent workshops Parent surveys	Time allocated
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Epipen and asthma training Training to support SEMH needs from outside agencies and SENCo Access to courses on line Safer handling training updated for trained staff when needed Key staff to be team teach trained and training updated	Training time TA time allocated

Effective use of resources to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff Interventions for each class planned on weekly timetable Equipment purchased in line with recommendations made by professionals e.g. wobble cushions, ear defenders, pencil grips, coloured overlays Use of IT More concrete resources purchased and used as part of everyday teaching Visual aids available during lessons when appropriate e.g. word mats, pictorial glossary SENCo to lead staff meeting regarding adaptation and scaffolding SEN programme used as part of Little Wandle Scheme	Time allocated
Appropriate use of specialised equipment to benefit individual pupils and staff	Appropriate use of specialised equipment to benefit individual pupils and staff	Appropriate use of specialised equipment to benefit individual pupils and staff Children allocated specialist equipment and have access to them daily and staff are ensuring they are being used correctly and safely Advice sought from outside agencies and recommendations followed	Appropriate use of specialised equipment to benefit individual pupils and staff
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	All out of school activities and after school clubs are accessible to all pupils and adequate support is in place when needed.	Reasonable adjustments are made Necessary resources are allocated Leading staff have the correct training	All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils

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 Improvements to the physical environment of school to increase access to all aspects of education and associated services.

Targets	Strategies	Success Criteria	When
Improve and maintain access to the whole school environment for all pupils.	Maintain the grounds Ensure ramps and walkways are clear of debris for easy and safe access	All areas of the school are accessible to all pupils	Ongoing

 Improvements in the provision of information for disabled pupils, where it is provided in writing for pupils who are not disabled.

Targets	Strategies	Success Criteria	When
Ensure that Our school uses a range of communication methods to make sure information is accessible.	• Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations (dependent on the needs of our current intake)	Information is accessible to all of our pupils	Ongoing – Strategies needed may change depending on the current needs of pupils in our school