

# Accessibility plan

## St Mary's RC Primary School



Last reviewed on: September 2025

Next review due by: September 2028

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	4
4. Monitoring arrangements .....	8
5. Links with other policies .....	8
Appendix 1: Accessibility audit.....	9

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## 1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

We are committed to providing an accessible environment which values and includes pupils, staff, parents and visitors regardless of their education physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

The plan will be monitored through the curriculum and the premises Committees of the Governors.

The plan will be monitored by OFSTED as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated and adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>To ensure the staff training offered is specific to the needs of the children in school</p> <p>School visits are made accessible to all children.</p>	<p>Identify training needs at regular meetings</p> <p>Ensure interventions are in place for those children with needs.</p> <p>Share information with all agencies involved.</p> <p>Ensure venues and transport for school visits are suitable.</p> <p>Develop guidance on making school visits more accessible.</p> <p>Include specific reference to disability equality in all curriculum reviews</p>	<p>Executive Head teacher SENDCo EVC</p>		<p>Raised confidence in support staff to deliver the support needed.</p> <p>All staff are aware of individuals needs</p> <p>All pupils are able to access all school trips and take part in a range of activities.</p> <p>All children have access to the wide range of curriculum activities</p> <p>Introduction of disability issues into the curriculum areas.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Chair and table height</li> </ul>	<p>To be aware of the access needs of disabled children, staff, governors, parents, carers and visitors</p> <p>Ensure all staff are aware of access issues for individuals</p> <p>Ensure everyone has access to reception area</p> <p>Maintain safe access for visually impaired people</p> <p>Ensure all disabled people can be safely evacuated</p> <p>Provide hearing loops in classrooms to support pupils with a hearing impairment.</p> <p>Ensure there are enough fire exits around school that are suitable for people with a disability.</p>	<p>To create access plans for individual disabled children as part of the POP/IEP process</p> <p>To ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminders to parents/carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Circulate information to relevant staff on access to work scheme</p> <p>Staff to share provision map information with volunteers and support staff to ensure continuity of care</p> <p>Ensure nothing is preventing wheelchair access</p> <p>Provision of appropriate seating</p> <p>Provide a bell accessible for wheelchair users at reception</p> <p>Check exterior lighting is working on a regular basis</p>	<p>Executive Head teacher SENDCo Governors</p>	<p>POPs are in place for disabled pupils and all staff are aware of needs</p> <p>The provision map is updated with all relevant information</p> <p>All staff and governors are confident that needs are being met</p> <p>Continuously monitored to ensure any needs that are new are being met</p> <p>Parents have full access to all areas of school</p> <p>Access to work information in staff handbook and on staffroom notice board</p> <p>Volunteers aware of children's needs</p> <p>Disabled parents, carers, visitors feel welcome.</p> <p>Visitors can sit down in reception when waiting</p>
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			<p>Ensure there is a personal emergency evacuation plan for all disabled pupils</p> <p>Ensure all staff are aware of their responsibilities in evacuation</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops (when needed)</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Signage around school to be in a range of languages appropriate for our community</p> <p>Inclusive discussion of access to information in all parent/teacher annual meetings</p>	<p>Ask parents about preferred formats for accessing information</p> <p>SEN information report to include a video to work alongside the report on the website</p> <p>Policies to be available in different formats</p> <p>Ensure the website font is clear and appropriately sized</p>		<p>Executive Head teacher</p> <p>SENDCo</p>	<p>Staff are more aware of preferred methods of communication for parents</p> <p>School website is accessible for all</p>
<p>Ensure remote learning is accessible for all</p>	<p>Within the POPs it is highlighted in red the provision that children need when accessing remote learning for teachers to adapt the work set.</p> <p>Access for computers are considered for all children and any families who do not have access to a computer work is presented and given in paper form.</p>	<p>Ensure remote learning is accessible for all pupils</p>	<p>Continue with the actions already in place as and when remote learning is in place for pupils.</p>	<p>Executive Head teacher</p> <p>SENDCo</p> <p>Teachers</p>		<p>All children engage in the leaning activities set during remote learning</p>

	<p>Close contact is established during remote learning with the parents and pupil via email, phone, doorstep visits.</p> <p>Advice is sought by parents and teachers from the SEN consultant and specialist teacher via email or phone to support the accessibility of the curriculum.</p>					
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the curriculum and the premises Committees of the Governors.

The plan will be monitored by OFSTED as part of their inspection cycle.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building			
Corridor access				
Lifts	No lifts			
Parking bays	One disabled bay	Ensure this is kept clear and paint lines are distinguished		
Entrances				
Ramps				
Toilets	Disabled toilet in reception area			
Reception area				
Internal signage				

Emergency escape routes				
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