

# Accessibility plan

St. Mary's Catholic Primary School



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 19/11/2024
---------------------	---------------------	-------------------------

<b>Last reviewed on:</b>	10/7/25
--------------------------	---------

<b>Next review due by:</b>	July 2026
----------------------------	-----------

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	5
5. Links with other policies .....	5

---

### 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 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.

We have included a range of stakeholders in the development of this accessibility plan, including 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 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.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>· Our school offers an adapted curriculum for all pupils</li> <li>· We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>· Curriculum resources include examples of people with disabilities</li> <li>· Curriculum progress is tracked for all pupils, including those with a disability</li> <li>· Targets are set effectively and are appropriate for pupils with additional needs</li> <li>· The curriculum is reviewed annually to make sure it meets the needs of all pupils</li> </ul>	<p>To provide further adaptations to the curriculum to support all education and health needs.</p> <p>To ensure all staff have a good knowledge and understanding of how to adapt curriculum planning and teaching for individual pupils.</p>	<p>Training for all teachers, and TAs, as a part of the DfE PINS pilot project we have signed up to be a part of.</p> <p>Learning Walk alongside our LA Inclusion Team with a focus on adaptations.</p> <p>LA training with a focus on classroom OAP adaptations to support pupils (November 2025 INSET).</p>	Simon Ellis	July 2026	Learning Walks (post training) show that there is evidence of effective curriculum adaptations in each class.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>· Ramps into Hall, office area and classrooms</li> <li>· Wide corridor width</li> <li>· Disabled parking bay in staff car park</li> <li>· Disabled toilets (EYs and main school) and changing facilities</li> <li>· Book shelves at wheelchair-accessible height</li> </ul>	To adapt our Reception class pupil toilets and school dining area so these areas are more accessible to a child with spina bifida.	<p>Purchase occupational therapy (OT) steps and toilet handrails for the Reception pupil toilets.</p> <p>Ensure all corridor areas are kept clear to enable use of walking frame.</p> <p>Purchase OT chair for dining area.</p>	Simon Ellis	July 2026	All areas of the school are accessible to all pupils.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage (including photographs, pictures and symbols at an appropriate level)</li> <li>Pictorial or symbolic representations</li> </ul>	<p>To carry out a school communication audit as a part of the PINs project.</p> <p>To develop text to speech tools to support individual pupils who have communication needs.</p> <p>To develop methods of pupils recording work other than written work:</p> <ul style="list-style-type: none"> <li>• Sound recorders</li> <li>• Use of laptops and iPads</li> </ul>	<p>Carry out a communication audit with the LA Inclusion Team.</p> <p>Purchase C-pen readers (text to speech) to support individual pupils' communication.</p> <p>Purchase new laptops, new pupil iPads and sound recorders.</p>	<p>Simon Ellis</p>	<p>July 2026</p>	<p>There are appropriate methods and resources in place to support pupils with communication difficulties.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the full governing board.

It will be approved by the full governing board.

## **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
- SEND policy
- Supporting pupils with medical conditions policy