

St Mary's RC Primary School



Accessibility Plan

Date plan last reviewed: Sept 2025

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Mission Statement

At St. Mary's we all aim to build a community based on the love of God and each other, where we recognise that all children are precious and unique.

We celebrate the special talents that each person brings to our school and work in partnership with home, parish and the wider community to help the children to grow in the Catholic faith.

We provide a happy, secure learning environment and a rich curriculum through which we encourage all our children to fulfil their God-given potential.

Love God, Love Learning, Love St Mary's.

Statement of intent

This plan outlines how St. Mary's RC Primary School_ aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

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.

This 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy

- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Area of Development	What	Who	When	Outcome	Review
<p>Continue to increase access to the curriculum for pupils with a SEND</p> <p>Ensure that the curriculum is accessible to all pupils</p>	<p>Audit of the curriculum in relation to accessibility.</p> <p>Ensure that quality first teaching is inclusive and takes into account children's differing needs and learning styles.</p> <p>Curriculum training for staff.</p>	Headteacher, teachers, SENCO	ongoing	<p>Quality inclusive teaching observed across the school.</p> <p>All learners engaged and have access to a enriching and broad and balanced curriculum.</p> <p>Management and teaching staff are aware of the accessibility gaps in the curriculum</p>	Summer 2026
Ensure that all staff members have the skills to support pupils with SEND	<p>INSET provided to staff members</p> <p>Training for teachers on differentiating the curriculum</p>	Headteacher, external advisors, SENCO	ongoing	Staff members have the skills to support pupils with SEND	Summer 2026
Ensure that school trips do take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	ongoing	Planning of school trips takes into account pupils with SEND.	Summer 2026

Ensure that all pupils with SEND access lessons	<p>Provide tablets and other adjustments for pupils with SEND</p> <p>Provide quality first teaching</p> <p>Open a specialist SEN Unit for those with the most complex SEND who require individualised curriculums.</p>	Headteacher, SENCO	Autumn 25	Pupils with SEND can access lessons	Summer 2026
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Planning duty 2: Physical environment

Area of Development	What	Who	When	Outcome	Review
Ensure that the school's physical environment is accessible to all	Audit of physical environment	Building surveyors / health and safety lead	Summer 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2027
Ensure that there are changing facilities for those children who require intimate care for children not in the SEN Unit	Adaptation of toilets – long term toilet block	SBM / HT	Summer 2027	Access to toilets is increased	Summer 2027

Continue to ensure that all classes are ASC friendly	Discussions with staff to ensure correct procedures and consistent routines are in place.	SLT/Teachers	Autumn 2025	Classrooms are fully inclusive for pupils with ASD Visual timetable present and effective Displays are ASD friendly Sensor breaks in place for pupils who require them.	Autumn 2025
Continue to ensure that all classes are dyslexia friendly	Discussions with staff to ensure correct procedures and consistent routines are in place.	SLT/Teachers/SENCo	Autumn 2027	Classrooms are fully inclusive for pupils with ASD Visual timetable present and effective Displays are ASD friendly Sensor breaks in place for pupils who require them.	Autumn 2027

Planning duty 3: Information

Area of Development	What	Who	When	Outcome	Review
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Ensure that school information is accessible	Audit of information and delivery procedures	SENCO, SLT	Ongoing	School is aware of accessibility gaps to its information delivery procedures and closes them	Summer 2026
Ensure all children including those with SEND are aware of how to be safe online	Signpost to key information	HT/ SLT/ teachers	Ongoing	Website is fully accessible	Summer 2026
Ensure all parents have information on how to keep children safe online including vulnerable children.	Computing curriculum and RHE curriculum cover all aspects of online safety				

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is **September 2026**.

Any changes to this plan will be communicated to all staff members and relevant stakeholders.