



# St Mary's Catholic Primary School

## Accessibility Plan

### 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 see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

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 pupils, parents, staff and governors of the school.

### 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## ACTION PLAN

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

OBJECTIVES	ACTIONS/MONITORING	SUCCESS CRITERIA	REVIEW
Ensure good access around the school site for all pupils, staff and parents	<ul style="list-style-type: none"> <li>→ SLT to evaluate and review any building and maintenance works required</li> <li>→ HT and Site Manager to regularly monitor and review accessibility around the school site</li> </ul>	✓ Good accessibility for all pupils, staff and parents regardless of disability	SLT ongoing review
Ensure all pupils with disabilities have appropriate support to access curriculum	<ul style="list-style-type: none"> <li>→ SLT to identify scope of disability in school</li> <li>→ SLT to monitor, evaluate and review pupil progress termly</li> </ul>	✓ Provision mapping ensures support staff are delegated appropriately to ensure disabled pupils are achieving as required	Termly Pupil Progress meetings
Ensure staff are trained to help identify and support the teaching of pupils with specific needs	<ul style="list-style-type: none"> <li>→ All staff to attend relevant training aligned to the specific needs of identified pupils</li> <li>→ SLT to monitor, evaluate and review pupil progress termly/ SENCo to check provision plans and teaching of SEND pupils</li> </ul>	✓ Staff can identify pupils' individual needs and provide the appropriate support	SLT ongoing review  Termly Pupil Progress meetings

OBJECTIVES	ACTIONS/MONITORING	SUCCESS CRITERIA	REVIEW
Ensure extra-curricular activities are planned to be accessible for all pupils especially those with special needs	→ Review provision of activities and ensure they comply with legislation	✓ Variety of provision for all pupils in an inclusive environment	SLT termly review  Subject Leader meetings  Termly reviewed timetable for extra-curricular activities
Ensure classrooms are organised to maximise participation and independence for all pupils	→ Review classroom layout of furniture ensures optimal pupil participation → SLT to monitor, evaluate and review	✓ Pupils have access to resources in order to support their learning ✓ The classroom setting is conducive to learning for all pupils	CT ongoing review
Improve access to school information for all stakeholders	→ School website to include up to date statutory and key information → HT to monitor, evaluate and regularly review school website	✓ All stakeholders have easy access to relevant policies	SLT ongoing review
Monitor attainment and progress for all groups of pupils	→ SLT to identify strengths and weaknesses, to improve next steps in learning → Termly reports to Governing Body	✓ All pupils making good or better progress	SLT termly review  Subject Leaders termly review
Regularly review the curriculum, to ensure it is accessible for all pupils	→ SLT and Subject Leaders to ensure an enriched curriculum is followed → SLT regularly evaluate the quality of teaching and learning	✓ Curriculum is broad and balanced, offering pupils enriching and diverse learning experiences	SLT termly review  Subject Leaders termly review
Regularly review the deployment of support staff	→ SLT and SENCo ensure that support staff are effectively placed, to maximise support for pupils and to enable full access to the curriculum	✓ Skilful and effective adult support is aligned to best meet the needs of individual and groups of pupils	SLT ongoing review  Termly Pupil Progress meetings