



St. Mary's Catholic Primary School

Accessibility Plan

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Signed: S Deakin

Date:17/06/24

Aims of the Accessibility Plan

This plan outlines how St. Mary's 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 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 must 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The governing board will undertake an annual Accessibility Audit.

1.2. 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.
- 1.3. 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
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Targets	Strategies	Who	When	Outcome	Review
Short term	Ensure all staff are aware of SEN children's curriculum arrangements	Through staff meetings and pupil progress	Headteacher, teachers, SENCO	Fortnightly updates/when required	Management and teaching staff are aware of any potential accessibility gaps in the curriculum and measures are put in place	Autumn <u>2025</u>
	Keep provision maps up to date	SENCO, through pupil progress meetings ensure maps are checked termly	Headteacher, external advisors, SENCO	Termly	Provision maps are always relevant to the needs of the children	Autumn <u>2025</u>
Medium term	Ensure each aspect of the curriculum is reviewed and always accessible	SLT/ Subject leaders ensure they have considered needs of the children	SLT, Teachers, SENCO	Annual review of subjects	Curriculum activities/trips are inclusive	Autumn <u>2025</u>
Long term	Ensure staff receive relevant training to support children accessing the curriculum	Ensure relevant training is in place	Headteacher, ICT manager, SENCO	Annually	Pupils with SEND can access lessons with support from school staff	Autumn <u>2025</u>

Planning duty 2: Physical environment

	Targets	Strategies	Who	When	Outcome	Review
Short term	All staff are aware of any access needs of staff, children, parents or visitors	Audit of physical environment and staff	All staff	Ongoing	School is aware of accessibility barriers to its physical environment and will make a plan to address them if needed	Autumn 2025
Medium term	Ensure school visits happen at an accessible location	Pre-visits to school visits where access may be an issue	Teachers	When required	Learning environment/trips are accessible to all pupils	Autumn 2025
	Ensure the front of school is accessible	Any steps have been removed and replaced with a ramp	SLT, bursar	Ongoing	Access to the front of the school is now accessible for wheelchairs	Autumn 2025
Long term	Ensure all fire escape routes are accessible	Routine checks by the SLT to ensure fire escapes are compliant	SLT, bursar	Ongoing	School buildings are fully accessible	Autumn 2025

Planning duty 3: Information

	Targets	Strategies	Who	When	Outcome	Review
Short term	Review information that is sent to parents is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Termly	School is aware of accessibility gaps to its information delivery procedures	Autumn 2025
	Any annual review for children with an EHCP is inclusive	Discuss any needs with parents	SENCO	When required	Formats are inclusive for parents	Autumn 2025
Medium term	Ensure information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, teacher	Ongoing	Written information is fully accessible to children with visual impairments	Autumn 2025
Long term	School website is accessible to children with SEND	Audit of website	SLT, ICT manager	Termly	Website is fully accessible	Autumn 2025