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	Authorised: Full Governing Body St Mary's Catholic Primary School St Thomas Aquinas Multi-Academy Trust	Date: January 2023	Review due:2023 Reviewed: January 2023
Accessibility Plan and Policy			

Accessibility plan

St Mary's Catholic Primary School



Approved by:	Governing Body	Date: Jan 23
Last reviewed on:	Jan 23	
Next review due by:	Jan 25	

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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.

As a Catholic School, we at St. Mary's are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, emotional and cultural needs.

We look to the life and teachings of Jesus Christ as a model for the life of our school. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and any amendments made to the Act in 2022. 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.

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

This policy complies with our funding agreement and articles of association.

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	ACTIONS TO BE TAKEN	TIME SCALE	WHAT DOES SUCCESS LOOK LIKE?
Increase access to the curriculum for pupils with a disability	An adapted curriculum to enable all pupils to feel secure and make progress. Scaffolding for pupils to ensure they can access the curriculum.	In place: See lesson plan folders in class	On-going	<p>All pupils access and participate in all curriculum subjects.</p> <p>All staff in school are aware of the needs of all pupils and participate in regular training when required.</p> <p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that the needs of pupils with disabilities are being met.</p> <p>Continuously monitored to ensure any new needs arising are met</p>
	Established procedures for the identification and support of pupils with Special Educational Needs including liaison with external agencies; See Special Educational Needs Policy.	In-place : see SEND external reviews	On-going	
	Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, medical and physical needs, literacy and numeracy, sign language.	In place: see SEND external reviews for areas for improvement	On-going	
	Curriculum progress is tracked for all pupils including those with a disability.	In place: see Target tracker SENCO folder see SEND external reviews for areas for improvement	On-going	
	Reasonable adjustments are made for pupils in order to access tests; including access to a reader or a scribe. Early identification training is given to staff so that any help required is identified before year two and year six, so practice is part of the normal school day.	In place: see SEND external reviews for areas for improvement	On-going	
	Resources are adapted to reflect the needs of the pupils and may include specialist equipment such as laptops, coloured paper/ overlays/ larger print.	In place: see SEND external reviews for areas for improvement	On-going	

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	TIME SCALE	WHAT DOES SUCCESS LOOK LIKE?
	Data obtained on future pupils is used to facilitate advanced planning, including for pupils entering the Foundation Stage and those transferring from other schools.	In place: see SEND external reviews for areas for improvement	On-going	
	Enabling smooth transition to other settings through effective liaison, transition materials & programmes.	In place: see SEND external reviews for areas for improvement	On-going	
	Regular home /school liaison.	In place: see SEND external reviews for areas for improvement	On-going	

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	TIME SCALE	WHAT DOES SUCCESS LOOK LIKE?
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • The environment is adapted to meet the needs of pupils as required, including: - Accessible toilet and shower • - Handrails • - Classroom book shelves at wheelchair accessible height • - Corridor width- so that there is room for wheel chair use- including for adults and volunteers who work in school. • - Padding around playground- adjustable tables, handrails in the hall and corridor, chairs as advised by the occupational therapist. • Ramp for accessibility outside of the library door, where there were steps, ease of access by entrances- level to the floor. • Two disabled toilets • Coat and bag pegs at accessible height • Reasonable adjustment is made for staff and pupils following occupational health advice. 	<p>On going: see SEND external reviews for areas for improvement</p>	<p>In place</p>	<p>All pupils can move safely around school and access all areas.</p> <p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that the needs of pupils with disabilities are being met.</p> <p>Continuously monitored to ensure any new needs arising are met</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	TIME SCALE	WHAT DOES SUCCESS LOOK LIKE?
<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> <p>Provision of information to pupils with a disability and their parents/carers through one to one and multi-agency meetings with the Headteacher / SENCO.</p> <p>The school makes good use of the skills of external agencies to support work with pupils with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources • Braille (if required) • Induction loops (if required) • Pictorial or symbolic representations • Laptops/speech to text program on i-pads</p>	<p>On going</p>	<p>In place</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff in school are aware of the needs of all pupils participate with meetings with external agencies when required.</p> <p>All staff & governors are confident that the needs of pupils with disabilities are being met.</p> <p>Continuously monitored to ensure any new needs arising are met</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 approved by the 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
- Supporting pupils with medical conditions policy
- Links with Other Policies: This accessibility plan is linked to the following policies and documents: • Health and Safety • Equality Duty/Act • SEND Policy • First Aid • Behaviour Policy
- Senior Member of Staff Responsible: Priscilla Jordan (Headteacher) Designated Member of Staff: Karen Richardson (SENCO) Governor Responsible: Mrs Jane Monaghan
- Policy Agreed: June 21- previous version
- Ratified on the 31st of January 2023