

Accessibility Plan

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Review Due: November 2027

Rob Meech/Claire Webber

St Mary's School Accessibility Plan

School Aims

At St Mary's we aim to provide a Christian, caring, secure family environment where each child is valued as an unique individual who is able to benefit from and contribute to the life of the school.

We value the trust placed in us by parents of the children in our care and we strive to ensure that all our children prosper and thrive. The environment we create is one where the children feel confident, secure, valued and able to express their views and opinions whilst understanding the importance of listening to others.

Purpose of the plan

This plan shows how St Mary's Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

To ensure compliance with the Equality Act 2010 and the Disability Discrimination Regulations (Times and periods for accessibility strategies and plans for schools) 2005.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe).

St Mary's Catholic Primary School - The building is a typical mid 1960s designed single storey educational facility, of solid brick construction with a pitched roof. The most recent addition to the school is the office which was built in approximately 2014. The main entrance to the school has level access and access to most of the classrooms via other entrances are level and accessible to all. Within the exterior of the school there is a slope leading to the school hall; this is accessible for wheelchair users. We provide a disabled toilet for both parents, visitors, staff and children.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

1 child has a physical disability.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

We aim to help our children develop lively, imaginative and enquiring minds and to nurture a love of learning. We know that at the heart of everyone there are gifts of the spirit and we aim to discover and nurture the full potential of each individual. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Good Practice	Timescale	Responsibility	Success Criteria	Other document reference
Effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	On going	EYFS Phase lead		Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff	Class Provision Maps Individual Child My Plans SEND plan
Ensure all staff	Set up a system of my	As required	SENCO	All staff aware of individuals	Individual child's EHCPs

are aware of disabled children's curriculum access	plans/EHPs for disabled pupils when required Information sharing with all agencies involved with child			needs	
Use ICT hardware/software to support learning	Make sure software installed where needed	As required	SLT	Wider use of SEN resources in classrooms	Class Provision Maps Individual Child My Plans SEND plans
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Class Teacher/Ed Visits Co-ord	All pupils in school able to access all educational visits and take part in a range of activities	Risk assessments for each trip outlining the need and how it is to be met.
All children are visible in the curriculum and resources	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	As required	SENDCO	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	On-going	SENDCo/HOS	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.	

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Co-ordinator	All to have access to PE and be able to excel Children take part in specific events for SEND	Sports premium Plan

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The School Development Plan is the vehicle for considering such needs on an annual basis.

Target	Good Practice	Timescale	Responsibility	Success Criteria	Other document reference
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To My Plan/EHC for individual disabled pupils as part of their admission process as required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions find out	As required Induction and on-going if required Annually	SENCO/ Governors Executive Head Executive	Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities	Starters form - Pupils Inductions forms - Staff

	<p>the access needs of parents/carers through parent questionnaire</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Education Act 2002 (Standards in Schools)</p>	<p>Recruitment process</p> <p>CPD</p>	<p>Head</p> <p>Executive Head</p> <p>Executive Head</p>	<p>Access issues do not influence recruitment and retention issues</p>	
<p>Layout of school to allow access for all pupils to all areas</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any future redesign</p>	<p>Consider in any new development</p>	<p>Executive Head</p> <p>Governors</p>	<p>Disabled parents/carers/visitors feel welcome</p>	
<p>Ensure all children feel safe and involved at playtimes</p>	<p>Offer alternative breaktime for children unable to access physical play (play shed/small playground/internal break)</p> <p>Adults encourage inclusive play during playtimes.</p>	<p>On-going</p>	<p>Head of School</p> <p>Executive Head</p> <p>PE Lead</p> <p>Pastoral Lead</p>	<p>Children feel safe in school during playtimes – evidence in survey results from children</p>	
<p>Ensure access for all SEND children at After school clubs and reasonable adjustments are made to enable participation</p>	<p>Audit children use of clubs and extended services</p> <p>Risk assessments put in place if needed</p>	<p>On-going</p>	<p>PE Lead</p> <p>Head of School</p> <p>Executive Head</p>	<p>Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required</p>	

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	H&S Co-ordinator/ SENCO Executive Head	Visually impaired people feel safe in school grounds	WWhole School Risk Assessment
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation (PEEP) as required Develop a system to ensure all staff are aware of their responsibilities	As required Review annually	H&S Co-ordinator H&S Co-ordinator	All disabled pupils and staff working alongside are safe in the event of a fire	Emergency Plan Critical Incident Plan
Fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	Governors	All disabled staff, pupils and visitors able to have safe independent egress	Egress routes visual checks

Improve the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference
Review information to parents/carers to ensure it is accessible	<p>Provide information and letters in clear print in 'simple' English</p> <p>School office will support and help parents to access information and complete school forms or online registration if required</p> <p>Ensure the school website and all documents accessible via the school website can be accessed by the visually impaired.</p> <p>Ensure the school website has a translation tool.</p> <p>Develop use of classdojo (this has a translation tool).</p>	<p>During induction</p> <p>On going</p> <p>On going</p>	<p>Office</p> <p>Office</p> <p>Office</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Written communication is accessible for all	

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On going	SENCO	Staff produce their own information	
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible Ensure website has translate function	As required	SENCO	Pupils and/or parents feel supported and included	
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment	On-going	Office	All can access information about the school	
Improve use of pictorial communication systems (Widgit)	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg. word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit.	On-going	SENDCO	Learning is inclusive for all children. Written language is not a barrier for children's engagement in learning.	

	SENDCo to train all relevant staff members in how to use Widgit.				
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