

St Vincent's Catholic Primary School

Accessibility Policy



Document Control	
Title	Accessibility Policy
Policy Approval	February 2026
Policy Review	February 2028

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 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

Our school is committed to treating all pupils fairly and with respect. We strive to provide equal access and opportunities for every pupil, ensuring that no individual experiences discrimination of any kind.

This Accessibility Plan is published on the school website and can be made available in paper format upon request.

We are dedicated to ensuring that all staff receive appropriate training on equality matters, with particular reference to the Equality Act 2010. This includes developing a strong understanding of disability issues and how best to support pupils with additional needs.

The school actively supports and engages in partnerships that help to develop, review, and implement this plan effectively.

Our established complaints procedure applies to this Accessibility Plan. Any concerns relating to accessibility within the school should be raised in accordance with the complaint's procedure, which outlines the process for addressing such matters. In developing this Accessibility Plan, we have consulted a range of stakeholders to ensure that diverse views and perspectives are represented.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Primary School Accessibility Plan (SMART Targets 2024–2027)

This Accessibility Plan outlines specific, measurable, achievable, relevant and time-bound (SMART) targets to improve access to the curriculum, physical environment and information, including specific provision for pupils with hearing impairment.

Target	Actions	Lead Responsibility	Monitoring	Success Criteria
By July 2026, ensure all teaching staff are trained annually in adaptive teaching strategies, including support for SEND pupils.	Provide annual CPD on adaptive teaching and SEND strategies. Share best practice termly. Maintain training records.	Headteacher / SENDCo	Annual training log review. Governor curriculum report.	100% of teaching staff attend annual SEND/adaptive teaching training. Improved pupil progress data.
By July 2026, implement effective support for pupils with hearing impairment.	Provide staff training on hearing impairment awareness. Ensure use of radio aids/soundfield systems where required. Provide seating plans to maximise hearing access. Liaise with external HI advisory services.	SENDCo Sensory support staff	Termly review meetings with HI service. Provision map monitoring.	Pupils with hearing impairment show measurable progress in line with peers. Staff confidently implement recommended strategies.
By July 2026, improve access to educational visits and extracurricular activities for all pupils with disabilities.	Include accessibility in all risk assessments. Make reasonable adjustments for trips and clubs. Consult parents in advance.	Educational Visits Coordinator / SENDCo Teachers	Trip planning scrutiny. Parent feedback.	All pupils able to participate in trips and clubs with appropriate adjustments.
By July 2027, improve physical accessibility of the school environment.	Conduct accessibility audit. Ensure clear signage. Maintain ramps, handrails and accessible toilet facilities. Consider accessibility in building designs and ensure new build areas are compliant.	School Business Manager / Headteacher	Annual site inspection report. Governor premises review.	Environment meets accessibility needs identified in audit. No unresolved access barriers.
By July 2026, ensure school information is accessible to all families.	Provide large print on request. Ensure website meets accessibility standards. Offer translated documents where possible.	School Office staff	Website compliance check. Parent surveys.	Parents report information is accessible. Website meets accessibility compliance standards.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by HR committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment and Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs and disability (SEND) information report
- SEND policy
- Supporting pupils with medical