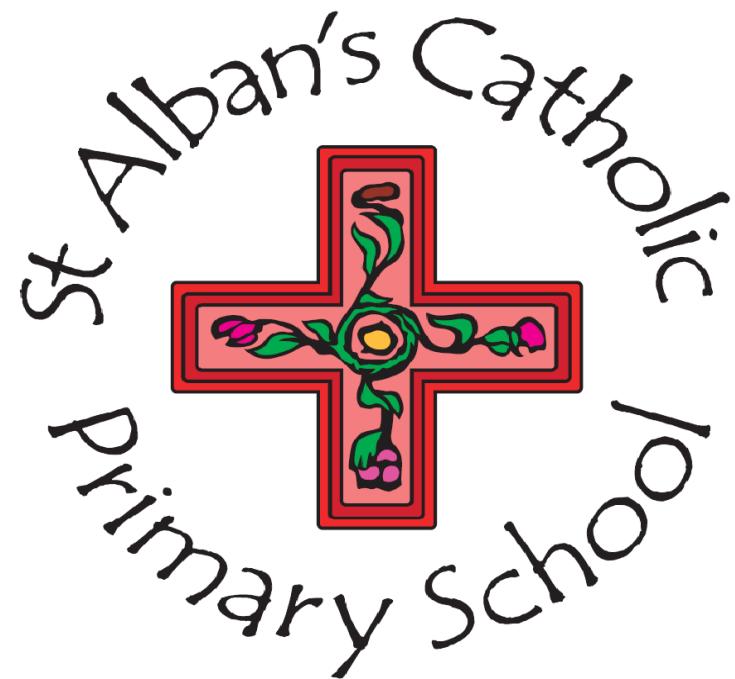


**St Alban's Catholic Primary School –
A Voluntary Academy Accessibility Plan
2026-2029**



Purpose of the Plan

The purpose of the plan is to show how St Alban's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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

Legal Background

From September 2002, the disability Discrimination Act 1995 outlaws' discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, text books and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Alban's Catholic Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

St Alban's Catholic Primary School operates from a single main building on two storeys. The after-school wraparound provision is delivered in an adjoining single-storey hall building, which is fully accessible and connected directly to the main school site. Wheelchair access is available throughout both the main school and the wraparound area. Disabled toilet facilities are available on site.

The school grounds are modest in size rather than extensive; however, pathways and key outdoor areas are accessible to wheelchair users.

Current Range of Disabilities within St Alban's

St Alban's supports pupils with a wide range of disabilities and additional needs. These include visual impairment, hearing impairment (including pupils who use radio aid/hearing box systems), moderate and specific learning difficulties, ADHD and Autism.

When pupils enter school with identified or emerging disabilities, we work closely with the Local Authority and appropriate external professionals to secure assessments, specialist advice and support for both staff and families.

We also support a number of children with medical conditions, including asthma, epilepsy and a variety of allergies. All staff are informed and trained to respond appropriately.

- Inhalers are stored in classrooms and their use is recorded.
- EpiPens are kept in clearly labelled insulated medpacs in the school office / First aid room and are easily accessible in emergencies.
- The school holds emergency inhalers and EpiPens.
- A high proportion of staff are trained Paediatric First Aiders.
- Other prescribed medications are stored centrally in a secure location accessible to authorised staff.
- Parents complete consent forms detailing dosage and administration requirements, and all medication given is formally recorded.

Targets/Actions	Strategies	Outcome	Timeframe	Responsibility
Equality & Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB meetings and that all policies consider the implications of disability access.	Clerk to Governors to add to list for FBG.	Adherence to legislation.	Annually	JMc

To improve staff awareness of disability issues.	Continually review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	JMc / AC
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Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Resources Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Reviewed each summer term Ongoing	SLT

<p>Improve physical environment of school environment.</p>	<p>The school takes account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access,</p>	<p>Enabling needs to be met where possible.</p>	<p>As needed</p>	<p>SLT/Governors</p>
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	<p>lighting, and colour strips on staircases schemes, and more accessible facilities and fittings. If staff or pupils become wheelchair users:</p> <ul style="list-style-type: none">• Wheelchair risk assessments will be reviewed• Lift access will be prioritised• Relevant staff will undertake evac-chair training and practice			
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The school is arranged over two storeys with staircases at each end and a lift centrally located. An evac-chair is positioned at the top of each staircase. There are currently no wheelchair users among staff or pupils.

Parking Bays	<p>Due to restricted space there are no designated disabled bays on site.</p> <p>Disabled bays are located directly opposite the entrance in Cherry Tree Shopping Centre.</p>	Reserve a suitable parking space on site when required for disabled visitors.		
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Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for TAs as needed.	Teachers and TAs are able to enable all children to access the curriculum.	On-going	CP and Teachers

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. overlays, headphones, writing slopes etc.	Children will develop independent learning skills.	On-going	CP
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.	Barriers to learning will be reduced enabling children to achieve their full potential.	Annually	CP
Written Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Interpreters provided as necessary.	Written information will be provided in alternative formats if necessary.	As needed	Office Staff

<p>To ensure that parents who are unable to attend school, because of a disability, can access disabled parking or that information is provided in a mutually accepted way.</p>	<p>Staff to hold parents' evenings by phone or send home written information. Office staff to be aware of parents who need to access disabled parking.</p>	<p>Parents are informed of children's progress.</p>	<p>Termly</p>	<p>As appropriate staff</p>
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