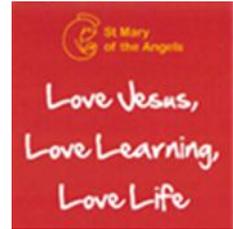


# St Mary of the Angels Catholic Primary School

## Accessibility Audit and Plan 2024-2027

Date reviewed : January 2026

To be next reviewed: January 2027



### Introduction

At St Mary of the Angel's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

- This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
- The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### Objectives

St Mary of the Angels Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Mary of the Angels Catholic Primary School Accessibility Plan shows how access is to be improved or sustained for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

1. Increase or sustain access to the curriculum for pupils with a physical disability or sensory impairment. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Full Governing Body (FGB).
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENCO
- Site Manager

A plan of the school buildings is kept in the school office with this plan.

## 1. PHYSICAL ACCESS AUDIT AND ACTION PLAN – Reviewed January 2026

Item	Issue	Yes	No	N/A	Notes / Action
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures to alert all students?				Reviewed lockdown procedure in Sept 2024
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Examples include writing slopes and specialist chairs,
5	Do furniture layouts allow easy movement for students with disabilities?				No steps across school
6	Are quiet rooms/calming rooms available to children who need this facility?				Including Sensory Room and Inclusion Room
7	Are car parking spaces reserved for disabled people near the main entrance?				Yes and identified
8	Are there any barriers to easy movement around the site and to the main entrance?				
9	Are steps needed for access to the main entrance?				External doors have ramps for full access.
10	Do all steps have contrasting edging?				
11	If there are steps, is a ramp provided to access the main entrance?				
12	Is there a continuous handrail on each ramp and stair flight and landing.				
13	Is it possible for a wheelchair user to get through the principal door unaided?				Applied to SCA for funding for support to address this. 2024 – Atkins surveyed and reviewed and concluded it was not viable to adjust current door provision to make it electric. Instead the door has an adjustable setting to allow for wider access.
14	If no, is an alternative wheelchair accessible entrance provided?				Yes school entrance is always staffed to provide support to open the door to wider setting if needed.
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?				Included a lowered access window fitted in 2025.
16	Do all internal doors allow a wheelchair user to get through unaided?				
17	Do all the corridors have a clear, unobstructed width of 1.2m?				
18	Does each corridor/block/building have a wheelchair accessible toilet?				
19	Does the relevant block have accessible changing rooms?				
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?				School on one floor
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?				

22	Is there a continuous handrail on each internal stair flight?				No internal stairs
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.				
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				Full environment audit completed by The Visual Impairment team with all recommendations implemented - 2025
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				
28	Is a hearing induction loop available (either fixed or portable) in the school?				

## 2. LEARNING ACCESS AND AUDIT

Item	Issue	Yes	No	N/A	Notes / Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Training is reviewed annually. Staff are informed and supported to meet individual needs, e.g. SENDco feedback reports from the Visual Impairment Team and then recommendations are planned for implementation, e.g. contrasting visuals on corners/edges.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?				
3	Do all staff seek to remove all barriers to learning and participation?				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?				
5	Are all children encouraged to take part in music, drama and physical activities?				All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				Adjustments are made as needed, e.g. Working with Music Tutors, parents and pupil to meet the needs of a child with a physical disability when ukulele lessons started, 2025.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				
9	Do you provide access to appropriate technology for those with disabilities?				Assessments to be carried out based on individual needs.

### 3. INFORMATION ACCESS AND AUDIT PLAN

Item	Issue	Yes	No	N/A	Notes / Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?				Specific assessments are based on individual need. As advised from VIT and in regular liaison with SENDco. See reports from VI Team.
2	Do you have the facilities such as ICT to produce written information in different formats?				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				Examples include BSL social stories, anti-bullying policy, simplified versions of behaviour policy, etc

### Accessibility Action Plan 2023-2026

	Target	Strategies	Outcomes	Timeframe	Goals Achieved
<b>Short Term</b>	Extend the range of materials and facilities available to support the increasing number of children presenting with SEND and higher levels of need	<ul style="list-style-type: none"> <li>• Increase SENDco provision from 1.5 days to 2 full days, with further flexibility for calendar pinch points and potential further need.</li> <li>• Increase SEND CPD e.g. neurodiversity, dyslexia, ADHD, etc</li> <li>• Improve communications with parents by offering termly SEND meetings.</li> <li>• Identification of Vulnerable pupils context within SEF – shared with relevant stakeholders</li> </ul>	Adaptive teaching is embedded in QFT. Outcomes for pupils with SEND and those with higher levels of need are in line with other pupils	2024-2026 Reviewed as part of M&E schedule by HT and SENDco	<b>Target met – all strategies implemented and embedded – January 2026</b>
<b>Medium Term</b>	Increase access for all stakeholders with disabilities	<ul style="list-style-type: none"> <li>• Extend Sensory Room provision according to need including sensory circuits provision and for physiotherapy – mats</li> <li>• Adapt main entrance to building for independent wheelchair access – SCA application</li> <li>• Invest in pathway across the school field – wide enough for wheelchair access to connect lower and upper playground and Forest School site to main grounds</li> </ul>	Building design and facilities continue to be DDA compliant  All areas of the school grounds to be fully accessible to all stakeholders, including those with disabilities.	Applied in 2024-2025 SCA funding round	<b>Target met or adjusted where appropriate to ensure satisfactory outcome – January 2026</b>
<b>Long Term</b>	Governors and SLT to keep our DDA compliant and under review and in response to changing legislation	<ul style="list-style-type: none"> <li>• Governors and SLT engage with all relevant training at local and national level</li> </ul>			<b>Training completed as needed</b>

For reference, the previous Accessibility Strategy is below, with all targets met:

## Accessibility Action Plan 2020-2023

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Range of additional materials for pupils with special educational needs	New resourcing 2020-23, following new SENDco appt eg, more help for pupils with dyslexia etc	Alternative strategies for a range of pupils' learning styles	Additional resourcing from 2020-23, but to be reviewed annually by SENDco/HT	New resources appear to be impacting very positively on pupil learning eg writing slopes for hypermobility issues, 96 ipads -for dyslexic pupils, other aids as necessary purchased, bespoke seating for pupils' posture with physical needs
Medium term	Increased access for all stakeholders with disabilities	Design team of new school have provided a building that meets all DDA requirements  Forest schools work to be accessible to all pupils 2020-23 Sensory room to cater for all physical and learning disabilities	Access is ideal for wheelchair users etc  Forest teaching areas wheelchair friendly, with TA support  Sensory room wheelchair and autism friendly	Building design in place now; any future work will be DDA compliant.	Accessibility for all is exemplary in the new school and we continue to seek improvement (disabled car parking, no steps into school, disability toilet aids for EYFS, KS1, KS2 and adults.  Facilities cater more appropriately for Equality Act guidelines
Longer term	Governors to keep disability issues under review, in the light of changing legislation	This plan will be reviewed on a 3 year rolling cycle by governors' committees, who report to the full governing body  New office design more space for staff incl. wheelchair users	The plan will continue to be relevant to the client group  'Roomy' offices & clearer new interactive whiteboards in all rooms	Next review due summer 2023  By end 2020-21	A user-friendly Accessibility Strategy, at all times  Improved facilities for all stakeholders with auditory. physical and visual issues, in particular, to support learners to increase their independence in accessing the curriculum/staff access







