



St Mary's RC Primary School

Accessibility Plan

Date plan last reviewed:

November 2025

Signed by:

E Lloyd

Headteacher

Date: 2/12/25

K Heakin

Chair of governors

Date: 2/12/25

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Statement of intent

This plan outlines how St Mary's aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Promote equality of opportunity between disabled and other people
- Eliminate discrimination
- Eliminate any harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation in public life by disabled people

Take reasonable steps to meet the needs of disabled people, even if this requires more favourable treatment. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Quality Statement 22
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Single Equalities Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Introduce EEF 5-a-day high-quality teaching strategies for pupils with SEND.	Whole-staff CPD to explain the 5-a-day strategies with subject-specific examples. Produce a one-page planning prompt/checklist.	Headteacher, teachers, SENCO	Spring 2 2026	All staff can describe the 5-a-day strategies and understand how they support pupils with SEND. Initial evidence of strategies appears in planning for English and maths.	Summer 2026
	Provide protected planning time for staff to design and refine effective SEND interventions.	Introduce scheduled weekly planning slots for support staff to prepare, review, and adapt interventions for pupils with SEND.	Headteacher, teachers, SENCO	Spring 2026	Staff members are equipped with the skills and planning capacity needed to deliver high-quality support for pupils with SEND.	Spring 2 2026
Medium term	Provide support staff with training to become an expert in a curriculum area, giving them the responsibility to develop interventions and support children's progress.	Needs of pupils with SEND are incorporated into the planning process	Teachers, Teaching assistants, SENCO	Spring 2026	Teaching assistants will be an expert at delivering a specific intervention across a key stage. Children will make more progress and can be monitored effectively.	Summer 2026
Long term	Continue to ensure that all lessons are accessible for children with SEND	Adaptation in all areas of the curriculum is available for all pupils. Resources tailored to the needs of pupils who require support to access the curriculum.	Headteacher, Teachers, SENCO	Spring 2 2026	Pupils with SEND can access lessons	Summer 2026

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Learning environment of pupils with visual impairments is not accessible.	Identify a way to mirror the interactive white board to iPads.	SBM ICT SENCo	Autumn 2025	Learning environment is accessible to pupils with visual impairments.	Spring 2026
Medium term	Children with Physical disabilities cannot access the bottom playground at ease.	Staff to take children down the carpark and around nursery slope.	Teachers, Teaching assistants, SLT	As soon as it is appropriate	All children are able to access the bottom playground.	Spring 2026
Long term	Sensory area available in school for children who require an adapted sensory curriculum on a regular basis	Children who require a sensory curriculum will have access to sensory play at all times.	Teachers, teaching assistants, SENCO	Summer 2026	Children to be given an adapted sensory curriculum which can readily be accessed throughout the day.	Summer 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Long term	Take reasonable steps to meet needs all parents	To provide additional information to school community about external services eg holiday care, clubs etc School to liaise with any parent who is known to be have learning difficulties.	SENCO, Class Teacher HT	Autumn 2025	Families can easily access information about extended services through the school website, and the school responds flexibly to individual communication needs. Specialist advice is sought promptly to ensure that pupils and families receive appropriate accessibility support (e.g., Braille) whenever required.	Autumn 2027

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is October 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.