



St Mary's Catholic Primary School **Accessibility Policy & Plan**

Aims

St Mary's Catholic Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website.

School Accessibility Plan 2022-2025

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum
Our aim is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. LSPs Care plans	On going	SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	SENDco SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly reviews with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	-Up-to-date LSPs and EHCPs	On going	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake.	-Teacher/SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Deputy Head Inclusion SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	-Staff meeting -TA training -SENDCo/Teachers time -External agency training	On going	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

To ensure that the medical needs of all pupils are met fully within the capability of the school	Deputy Head Inclusion SENDco	To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols, wobble cushions etc	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	Inclusion SENDco	Track intervention success on EduKey Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	-I -Training on new interventions through external professionals - Resources required to deliver interventions	On Going	Progress and attainment of all children is strong

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	Deputy Head Inclusion SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips
Ensure all children feel safe and involved at playtimes	Deputy Head Inclusion	Play makers to encourage children to join in games SEN staff available at breaks to support play	SEN Staff present at breaktimes	On going	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Deputy Head Inclusion School Manager Premise officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	-Premise meeting minutes - Premise walk	On going	There is safe access throughout the school No accidents or near misses
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Deputy head Office Manager	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	-Registers of clubs and extended day- risk assessments	On going	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required

Review July 2024