



ACCESSIBILITY POLICY AND ACTION PLAN



- Set Sail for Success-

Our Mission Statement

Through nurturing trust and strong relationships, our learning adventure will see each and every one of us thrive in God's love.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

St Mary and St Peter Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010 Schedule 10). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action plan will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. The Plan will be monitored through the Standards Committee of the Governors.

This Policy and plan was reviewed in April 2021. To be reviewed no later than April 2024.

Accessibility Plan 2021 - 2024

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Continue to develop a CPD programme accessible to all support staff increasing knowledge of ASD/ Dyslexia and Speech, language and communication needs.	Review the needs of children and look at specific issues for training key staff. Develop programme of training using support services available locally and nationally	Staff knowledge and skills in supporting pupils with ASD/Dyslexia/Attachment disorder/S&L is strong.	Ongoing December 2021	Improved curriculum access for pupils with a disability
Continue to develop the EYFS, KS1 and KS2 playground and external areas e.g. spiritual garden.	Planned use of devolved capital funds and primary sports grant. Development of physical and social skills as well as collaborative and co-operative skills.	Safer environment with level access that better meets the broad range of learning needs in the EYFS and rest of the school.	August 2022	Improved physical access and learning
Taught curriculum takes account of differing needs and learning styles of children.	Focussed programme of training for teacher's addresses needs of all learners and supports differentiation for all. High expectations of all learners and outcomes	High levels of progress and attainment	Ongoing planning	Improved curriculum access
Maintain safe access around the interior of the school.	Consideration to be given to any changes to classroom furniture layout. Ensuring a wheelchair friendly route is maintained. Any planned building changes to incorporate appropriate flooring surface and colour choices.	Guidance documents to support planning choices.	Ongoing	Improved access for pupils with a disability

Targets	Strategies	Outcome	Time Frame	Goals Achieved
To ensure documentation is accessible for all parents/Carers and pupils	Regular review of all documentation; Hard copies School website.	All documentation is easily accessible for all.	Regular review January 2022	Improved access to school information.