Accessibility plan

St Mary and St Peter Catholic Primary School

Approved by:	Governors	**Date:**	9th July 2024
Last reviewed on:	17th March 2026		
Next review due by:	Jan 2027		

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Mary and St Peter Catholic Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between everyone in our community - local and wider. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

• We aim for all students to reach their potential by ensuring environments are inclusive, by aiming high, being ambitious and being willing to find different ways to engage with individual children's needs

• We will promote a diverse work force by continuing to appoint staff who understand the importance of our values, always keep an open mind, by making all people feel comfortable expressing themselves and finding opportunities to celebrate different cultures and beliefs.

• We promote fair access to appropriate development opportunities for all staff by: promoting and guiding staff towards further qualifications and training opportunities; utilizing VNET support, training and conferences; networking within the Trust, e.g. Professional Learning Networks and Moderation and through informed discussion in performance development.

• We seek the views of members of our school communities (students, parents, staff and our wider community) in order to inform the Trust's ongoing planning and review process through a variety of avenues, including: parent/pupil surveys, parents' evenings, staff meetings, JLT (Junior Leadership Team), Mini Vinnies

The objectives for St Mary and St Peter for 2025-2026 are to ensure:

• That the curriculum is relevant to the school's context, equips children with the cultural capital they need to thrive and aligns with the Trust's curriculum design principles.

• That the SEND vision is clear and supports effective inclusion and achievement of SEND pupils.

• That there is clear evidence in place to show improved provision for vulnerable pupils which enables them to make good progress from their starting points.

• That there is a clear assessment strategy in place for monitoring of progress made by EAL children's language acquisition and fluency in relation to reading, writing and communication. The progress and attainment gap between EAL children and the rest of the school is narrowed.

• That effective recruitment and development of staff builds capacity and supports a cohesive approach to school-wide improvement, leading to greater consistency of excellent practice.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Equality Objectives in Trust and School Planning

St Mary and St Peter Primary's Equality Objectives will inform both the Trust's and school's Improvement and Development Plans and relevant information with regard to progress will be shared with Directors regularly. Review of these objectives will take into account Trust and school priorities generated through the Trust and school's ongoing review cycles which are informed by the collection of data including the views of students, parents and members of staff.

We have included a range of stakeholders in the development of this accessibility plan, including pupils and staff, which has been agreed and ratified by the governing body.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to be completed	Success Criteria
1) Increasing the extent to which pupils can participate in the school curriculum:	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with varying needs, challenges, families, beliefs and cultures • Curriculum progress is tracked for all pupils, including those with a disability or additional need • Targets are set effectively and are appropriate for pupils with additional needs	Effective communications with nurseries and feeder schools to provide a quality transition. To continue to review specialist equipment available to support children within school, e.g. ear defenders, fiddle toys	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCO to attend Local SEND Hub and build relations with other local SENDCOs. Assess individual needs of children in each class and provide supportive equipment where necessary	SLT, EYFS Lead, Nursery Lead and SENDCO SENDCO and class teachers	On-going including in-year admissions Reviewed half termly	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision. Children can regulate emotions and participate fully in the curriculum

	• The curriculum is regularly reviewed to make sure it meets the needs of all pupils • School visits and events are made accessible to all					
2. Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Disabled parking bays • Disabled toilets • Children feel safe and involved at playtimes • Access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation • Safe access round the interior and exterior of the school	Evaluate day and residential trips in light of current cohort A continued development of specialized areas around the school to support the varying needs of individual children	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. Individualised risk assessments for any children with behaviour, SEMH or medical plans Development of Nurture room, break-out room, SEN room, classroom environment, library, S and L area	EVC and SENCO SLT, SENCO, Pastoral Lead	A minimum of 1 month prior to a residential trip and 2 weeks prior to a local trip On-going review of environment and need	All children are able to access enhanced curriculum provision safely. Children know where to access support and use resources either independently or under direction of an adult. Pupil voice demonstrates that pupils feel safe, supported and understood.

3. Improve the delivery of information to pupils and families with additional needs	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal labelling and signage • Access arrangements, such as coloured backing paper, modified texts, enlarged print, extra time to complete tasks • Pictorial or symbolic representations, dual coding, Widgit Online • Senior leaders and school office staff support and help parents/carers to access information (including via the internet) and complete forms for parents/carers where appropriate. This includes supporting families who are new to English. • Termly SEND parents evenings	To continue to ensure that the medical needs of all pupils are met fully within the capability of the school To upskill staff on additional external support which families can access to support pastoral and socio-economic challenges	To conduct parent interviews To liaise with external agencies and medical professionals Make relevant referrals to external agencies To identify staff training needs Care plans to be in place prior to a child starting or reviewed immediately following any change in medication/condition/need CPD run by Pastoral Lead for teaching staff. Regular bulletin in the newsletter of support and opportunities in the local area.	Exec Head/Head of School, SENCO, Pastoral Lead Head of School and Pastoral Lead	Prior to transition for existing children within the school On-going depending on emerging need Annual epi-pen training Annual review of medical needs policy Annual feature as part of the CPD cycle in the Autumn Term.	All advice acted upon. All pupils' needs are met and they are able to access the curriculum and participate fully in the life of the school

	• Communication with parents of children with specific medical needs					