St Mary's RC Primary

Accessibility Policy and Plan

September 2026

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Accessibility Audit

1. Aims

According to the Special Educational Needs and Disabilities (SEND) Code of Practice, inclusion is the 'progressive removal of barriers to learning and participation'. St Mary's is committed to ensuring that all pupils, including those with SEND, have full access to the school's curriculum.

All schools are required to have an accessibility plan. The school's plan sets out how the school aims to continue to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school, by including relevant actions to:

- Increase the extent to which pupils with any Special Educational Needs and Disabilities can participate fully in the curriculum of the school
- Improve it's physical environment to enable pupils with disabilities to take better advantage of the school's education, benefits, facilities and services
- Improve the availability of accessible information to disabled pupils

2. Legislation and Guidance

The accessibility document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education's (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' effect on his or her 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'.

Schools are required to make reasonable adjustments for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

3. Monitoring arrangements

This document should be reviewed annually but more frequently if necessary. It should be reviewed by the governing body, headteacher and SENDCo. The action plan for physical accessibility is drawn up from the access audit of the school. It may not be feasible to undertake some of the works during the life of each accessibility plan therefore some items may roll forward into subsequent plans.

4. Links to other policies and documents:

- Health and safety policy

- Safeguarding Policy
- Equality and Diversity Policy
- Special Educational Needs and Disability policy
- Supporting Pupils with Medical Needs policy

Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date for actions to be completed
Increase access to the curriculum for all pupils, including those with SEND High expectations for all pupils including those with SEND, in order to build a strong foundation for life in the areas of spiritual, social, academic, physical and creative opportunities.	High quality teaching and reasonable adjustments made across the curriculum to allow for a variety of approaches and outcomes. Use of PIVATs throughout school to provide accurate assessment and outcomes for children working significantly below expectations. School works with a number of specialist services: • Hearing Impairment Service; • Physical Impairment Service; • SALT • CAHMS • Occupational Therapist	The School will maintain: Regular meetings of SEN teachers /professionals and class teachers to share best practice. A commitment to staff to attend relevant training to support any pupil with a disability. Monitor the progress of pupils with SEND	SENDCo to continue to provide ongoing support for staff – open door policy Half termly staff meetings with focus on SEND SENDCO and Business Manager to ensure they access/organise training in accordance with regular audits of pupil/staff needs SENDCo to work with staff to ensure accurate assessment/moderation of assessments. Maintain up-to-date	SENDCO SENDCO Class teachers SENDCO Business Manager SENDCO SLT Teachers SENDCO	Ongoing Half termly Audit of training – Autumn 1 Relevant training organised Autumn 2 Ongoing work with staff particularly during assessment weeks and SEN review cycles

	Increased collaboration with specialist teacher to allow class teachers to develop skills and strategies to adapt their teaching for individuals, thus making it more accessible to all. The class teacher as the ultimate agent of change is a view that St. Mary's fully subscribes to; altering and adapting practices to ensure all children can succeed.	Access will be provided for specialist help to occur which is reasonable and practicable. Teachers are increasingly aware of high-incidence needs and cater for children with disabilities.	information about the number of children with SEND in school. Use of SEN link teacher support to provide staff 'surgeries' – SENDCo to book in dates. (QEST) As part of the graduated response, referrals made to external agencies when appropriate Teachers are responsible for making reasonable adjustments and adaptations	SENDCO Class teachers	Termly update of register of need Termly surgeries with outside agency specialists. (QEST) Ongoing
Improve and maintain access to the physical environment for all pupils, including those with SEND	Grab rails in place to aid movement around school. External ramps in place with suitable handrails. Disabled toilets in EYFS, KS1 and KS2 departments. Personal evacuation plans are in place for those children who need it. Hearing loops and radio aids used in classrooms on a daily basis where appropriate.	Continue to enhance the environment to meet the needs of all pupils and ensure access to all parts of education offered at St Mary's. Classrooms promote the active participation and independence of all pupils.	SLT to ensure regular health and safety audits where development are identified and any minor building works are incorporated into school financial planning. Member of VI/PI teams to review layout of furniture and equipment in individual classes as	SLT Site manager SENDCO	Termly audits. Organise meetings and assessments by VI/PI team as appropriate

		The School will, in its regular fire safety risk assessment, update any evacuation procedures. It will also consider whether a particular disability might compromise safety in event of a fire. Any new building will be constructed to be fully accessible to the disabled. All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.	necessary – SENDCo to liaise. Personal Emergency Evacuation Plans to be annually updated Regular fire drills SENDCo to seek specialist advice and support in those cases which are beyond the school's immediate expertise. Business manager to purchase equipment when appropriate	SENDCO SLT SENDCO Business manager	PEEPS to be completed in Autumn 1 Regular fire drills Accessibility audit – Autumn 1
Improve the delivery of information to all pupils, including those with SEND	SENDCo maintains up-to-date information on pupils needs for the provision of information in alternative	Ensure written and digital information is accessible	Where appropriate, provide key documents e.g. timetables , homework instructions,	SENDCO Class teachers	Ongoing

	formats and ensures this is shared amongst staff. Use of pictures/symbols objects of reference to provide information to children/allow children to communicate as necessary.		newsletters in alternative formats: - Large print - Braille - Easy-read versions with simplified language and visuals - Use dyslexia friendly fonts		
		Increase staff awareness and skills in inclusive communication	Deliver regular CPD on inclusive communication strategies and SEND awareness Create a SEND communication toolkit for staff with signposting to practical resources SENDCo to collect and share examples of good practice	SENDCo SLT	Half termly staff meetings Half termly learning walks Spring 2
		Strengthen pupil and parent voice	Co-produce learning plans with parents/carers and pupils in review meetings Regularly review Pupil Passports to record preferred communication	Class teachers	SENDCo alongside teaching staff to organise termly review meetings for all SEND pupils. Parents/carers to be invited to termly review meetings

		Information to be shared with parents/carers	methods and support strategies Annual parent/pupil questionnaires. Offer translated materials or interpreters for families with EAL or communication needs All school documents will be available in large print format if requested Regular updates of SEND pages on school website	SENDCO SENDCO School Office SENDCp Business Manger School Office SENDCO	Spring 2 Ongoing

Appendix

Accessibility Audit

	Key question	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are routes logical and well signed?				
3	Are Personal Emergency Evacuation Procedures in place for specific pupils with SEND?				
4	Is appropriate furniture and equipment provided and arranged to allow for easy movement for pupils with SEND?				
5	Are quiet/calming spaces available?				

6	Are there car parking spaces available for pupils with SEND close to the main entrance?				
7	If there are steps to access the main entrance, are they clearly marked?				
8	If there are steps, is a ramp provided to ensure access for wheelchair users?				
9	Is there a handrail on each ramp and stair flight and landing to the main entrance?				
10	Is the main entrance accessible for wheelchair users?				
11	Do all internal doors allow a wheelchair user to get through unaided?				
12	Do all corridors have a clear unobstructed width of 1.2 meters?				
13	Does each building block have a wheelchair accessible toilet?				
14	Does each building block have accessible changing rooms?				
15	If the block is on more than one level, do the internal steps have contrast colour edgings?				

16	If the building is on more than one level, is there a lift that can be used by wheelchair users?				
17	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				
18	Are non-visual guides available to assist people using the buildings?				
19	Has consideration been given to pupils with SEND regarding the decoration and displays in classrooms and around the school building?				
20	Is a hearing induction loop available?				
21	Do emergency alarm systems cater for those with hearing impairments (flashing lights on alarms)?				
22	Is regular training provided to all staff to ensure an understanding and recognition of SEND issues?				
23	Are teachers and support staff adequately trained to effectively teach and support pupils with SEND?				
24	Do all staff seek to remove barriers to learning and participation in all elements of the school's curriculum?				

25	Is teaching and learning appropriately adapted to meet the individual needs of pupils with SEND so that they make good progress?				
26	Are all pupils, including those with SEND, encouraged to take part in extracurricular activities, including music, drama and sporting activities?				
27	Do all staff recognise, understand and allow for the additional planning necessary for pupils with SEND to be fully included in the curriculum?				
28	Are all staff encouraged to recognise and allow the additional time required by some pupils with SEND to use equipment in practical work?				
29	Is access provided to appropriate technology for pupils with SEND along with appropriate training for the pupil and school staff?				
30	Are school visits, including those overseas, made accessible to all pupils, including those with SEND?				

31	Are arrangements made to provide information in alternate formats to support pupils, parents and carers who may have difficulty with standard forms of printed format?				
32	Is information available to pupils, parents, carers and school staff presented in a user-friendly and accessible way?				