St Mary's Catholic Primary School

Accessibility Plan 2025-2028

We grow and learn in the footsteps of Jesus

Approved by	
Name:	Susan Starkie
Position:	Headteacher
Signed:	S. Starkie
Date:	1.10.2025
Proposed review date[2]:	October 2028

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
School Version 1	Adopted and adapted by school	March 2017
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
School Version 2	Accessibility Plan reviewed and updated	January 2022
School Version 3	Accessibility Plan reviewed and updated	October 2025

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of

SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In St. Mary's Catholic Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

The action plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the school, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

St. Mary's C.P. School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework (Click here to access) which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

- St. Mary's Catholic Primary School is located in the Kells area of Whitehaven.
- St. Mary's Catholic Primary School is situated behind St. Mary's Church and is accessed via the church car park. There is a bus stop on Ennerdale Terrace and the nearest railway station is at Corkickle. St. Mary's Catholic Primary School is a voluntary aided school.
- Number of pupils: 196 aged 3 to 11 years old. There are 21 pupils attending school with special educational needs, of those 3 pupils have physical disabilities. There are 31 part time / full time staff.
- The proportion of pupils whose learning needs are supported in school is above average. The proportion of pupils supported with a statement of educational needs, or Education, Health Care Plan, is above average.
- The great majority of pupils are of White British heritage. 9 pupils are learning to speak English as an additional language.
- The building was originally opened in 1935 and has had several extensions added. As a result, there are nine steps in school between Key Stage 1 and Key Stage 2 and there are four steps leading from the School Reception to the rest of the school. Outside access to Key Stage 2 is via three widened steps. The front entrance to school, the main reception and the Early Years is accessed via a ramped area.
- The school premises are used outside of school hours for school 'Early Birds', after school clubs, school plays, Summer Fetes and parents' evenings. There are no formal lettings.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

St. Mary's C.P. School:

- *has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to disabled students in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;*
- *will continue to focus on removing barriers in every area of the life of the school;*
- *is committed to embracing equal opportunities for all members of the school community.*

7.2 Information from Pupil Data and School Audit

- The school has identified that we have, as at the start of the academic year 2025-2026, 7 pupils regarded as disabled under the terms of the DDA. These can be grouped as 1 child with severe learning difficulties, 2 children with moderate learning difficulties,1 child with hearing difficulties and 3 children with Autism.
- The annual school development plan takes into account the needs of our diverse pupil population as well as the needs of the wider community.
- At present there are 4 pupils with a disability (Autism), who have expressed an interest, identified through dialogue with other agencies.

The school in undertaking an audit of its strengths and areas for development when working with disabled pupils and points to consider will include:

- *the level of staff awareness of Equalities legislation;*
- *the presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access;*
- *the impact on disabled pupils of the way the school is organised, for example, school policies and practices around supporting pupils with medical conditions, time-tabling, anti-bullying strategies, off-site visits and teaching and learning;*
- *the physical environment of the school;*
- *the curriculum;*
- *the ways in which information is currently provided for disabled pupils;*
- *outcomes for disabled pupils including exams and end of key stage results and achievements in extra-curricular activities.*

In order to ensure that our data is up to date and accurate we will:

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *improve the information dissemination from our Learning Support facility;*
- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.*

7.3 Views of those Consulted during the development of the Plan

St. Mary's C.P. School will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that* St. Mary's C.P. School *provides the best choices for students wanting to enrol here;*
- *consult the full governing body/SEND governor/relevant sub-committee;*
- *consult staff including specifically SENCo and Health and Safety and Building Committee;*
- *set up a structure to allow the views of students, both able and disabled to be taken into account;*
- *survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled students in their education and future careers;*

- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the participation of disabled students;
- to investigate alternative provision and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team**.**

The school plans to 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND advisers, and of appropriate health professionals from the local NHS Trusts.

This strand of the planning duty will help improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff including timetabling, curriculum options and staff information and training.

As a school, we plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that our schools is planning and preparing to respond to the particular needs of individual pupils.

Governors are identifying actions in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These include:

- *consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*
- *how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;*
- *consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;*
- *consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*

- *consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;*
- *identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;*
- *identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;*
- *taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;*
- *ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;*
- *enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.*

8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Taking into consideration the aims of the school's accessibility plan the Governing Body will prioritise areas for development, linked to the needs of pupils and staff. These will be included in the whole school development plan and monitored at least annually. The Health and Safety and Building subcommittee will report annually to the Governing Body.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools, the provision of a special piece of equipment or extra assistance will generally be made through the SEND framework and to a lesser extent through the planning duty, which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future

population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The Governing body will want to consider and record reflection upon all areas of the physical environment such as:

- *Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.*
- *Changes outside of the school building e.g. provision of disabled parking etc.*
- *Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.*
- *Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.*
- *Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.*
- *Improvements of storage implications for wheelchairs and other mobility devises.*
- *Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.*

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to 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 school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Headteacher and/or members of the Health and Safety Building subcommittee will prepare an information plan consistent with the aims and objectives of the accessibility plan and who will monitor the plan and report on it to the Governing Body.
This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

The Governors may wish to decide how this is to be achieved, perhaps by:

- *Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.*
- *Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.*

- *Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*
- *Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.*
- *Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.*

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

St. Mary's C.P. School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

St. Mary's C.P. School's Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

9.2 Monitoring

St. Mary's C.P. School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Here describe how and what will be monitored.

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- *success in meeting identified targets;*
- *changes in physical accessibility of school buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*

- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *Ofsted inspections that identify higher levels of educational inclusion.*

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

9.3 The role of the LA in increasing accessibility

Governors may wish to comment in their report to parents on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- *provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;*
- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools are aware of support services that provide advice to schools and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*

informed schools how information can be provided in a number of different formats

9.4 Accessing the School's Plan

- *Plans could be made to investigate symbol software to support learners with reading difficulties.*
- *Raising awareness of font size and page layouts will support pupils with visual impairments.*
- *Auditing the school library to ensure the availability of large font and easy read texts will improve access.*
- *Auditing signage around the school to ensure that is accessible to all is a valuable exercise.*
- *Auditing the use of, and methods of displaying materials around the school.*

T*his will be done through:*

- *presentation in a section on the school website open to all visitors to the site;*
- *mention in the termly newsletter of the availability of the plan;*

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools and staff.*

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures

St. Mary's School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- *Full Governing Body/SEND Governor/Health and Safety and Building Sub Committee*
- *Staff (teaching and support)/SENCo/heads of year/department/deputy head*
- *Parents/carers/community groups*
- *Pupils through the school council*
- *Others/LA*

The plan was approved by St. Mary's C.P. Governing Body on : 1.10.2025

Date of Accessibility Plan: 1.10.2025

Date for next Review: October 2028

Senior Member of staff responsible for the Plan: Susan Starkie

- *Buildings/Health & Safety Committee*
- *Curriculum Committee*
- *Finance Committee*
- *Staffing Committee*

APPENDIX A(i)

ST. MARY'S C.P. SCHOOL ACCESSIBILITY PLAN 2025-2028

IMPROVING THE CURRICULUM ACCESS AT ST. MARY'S C.P. SCHOOL

Target	Strategy	Outcome	Timeframe	Achievement
Review training for all staff in teaching children with a medical issue.	Community Nursing Service to lead training in administration of medical training and gain an understanding of all children's needs.	All staff have clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them.	Annually in September (2025/2026/2027/2028)	Children with medical issues and associated disabilities are successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Annual Refresher Training - Autumn term	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Autumn / Spring / Summer (2025/2026/2027/2028)	Increase in access to all school activities for all disabled pupils
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the status of school.	Whole school community aware of issues relating to Access	Annual – Summer term 2026/2027/2028	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed termly	Children who need individual adult support to participate in some activities have access to this support.

APPENDIX A(ii)

ST. MARY'S C.P. SCHOOL ACCESSIBILITY PLAN 2025-2028
IMPROVING THE PHYSICAL ACCESS AT ST. MARY'S C.P. SCHOOL

For costs, see Access Audit Management Plan. Three quotes will be asked for to ensure best value.

An Access Audit was carried out by the Local Authority in April 2015 and a number of recommendations made:

AMP or AA Report Ref. *(if relevant)*	Item	Activity	Timescale	Cost £	Responsibility
P6 and P7	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities. Liaise with St. Mary's Church Parish Council.-Disabled parking places are already in place. Request from St. Mary's Parish Council a directional sign, and an information sign including identifying car parking spaces for disabled motorists-with correct size, colour contrast and sans serif typeface.	Autumn 2027		Building Committee to liaise with St. Mary's Parish Council
P7	Street and ground furniture	Ensure plant pots, by ramped path to main entrance, are colour contrasted pots so that they are easier to identify OR remove them completely.	Summer 2026	£150	Building Committee
P7	External ramps	Repaint colour contrast landing and edge protection on ramp to main entrance.	Spring 2026	£250	Building Committee
P9	Internal directional signs/ Access to school office	▪ Provide directional signs, supported by tactile information, for people progressing to other parts of the school, including toilet facilities and use recommended typeface-Sans Serif. ▪ A communication system/buzzer system to the school office at wheelchair level outside of the main entrance at the bottom of the steps so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.)	Summer 2027 Summer 2027	£1500	Building Committee

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P8/P10	Entrance doors and thresholds	▪ Current entrance doors requires colour contrast between handle, door and façade. ▪ Change in surface colours at top and bottom of steps ▪ Colour contrast handrails on both sides of stairs.	Autumn 2027	£ £2000	
P14	Fire and emergency evacuation procedures to be in place for those with additional needs.	▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate. ▪ PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. ▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. ▪ Ensure staff, pupils and visitors are aware of evacuation procedures when the school premises are used for plays, assemblies and activities outside of normal school hours.	Autumn 2025 Ongoing As required Autumn 2025 Reviewed termly / on going	Time	Building Committee
P11	Internal Doors	▪ Check all door closer mechanisms for correct opening/closing pressure action. ▪ Remove posters and freezes from doors that obstruct vision panels.	Half termly as part of Health and Safety monitoring	Time	Building Committee
P11	Seating and Furniture	▪ Ensure surplus furniture and equipment is not left in dining areas/assembly halls/entertainment spaces. ▪ Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs in audience seating.	Ongoing	Time	Building Committee
P12	Changing/Bathroom facilities	▪ A shower facility is available in AG042-Must ensure surplus furniture and equipment is not left in here.	Termly check	Time	Building Committee
P15	External Areas for Play	▪ Ensure play areas are free of rubbish, surplus/redundant items, moss and leaves and the tarmac and concrete flags are well maintained	Weekly check / Termly check	Time	Early Years Staff / Caretaker

APPENDIX A(iii)

ST. MARY'S C.P. SCHOOL ACCESSIBILITY PLAN 2025-2028

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ST. MARY'S C.P. SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
The school continues to develop an electronic method of reporting to all parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Annual review	The school is able to move forward with electronic reporting to all parents.