



St. Mary's Catholic Primary School

Accessibility Plan

'Faith in Education'



St. Mary's Catholic Primary is a happy school where staff and children show mutual respect and care for one another, where children can fully develop their physical, spiritual and academic potential. We are a school which strives to meet the needs of each individual to enable them to achieve their absolute best through delivering the National Curriculum and underpinning all we do by our mission statement "Faith in Education".

Statement of intent:

This plan outlines the proposals of the governing body at St. Mary's Catholic Primary School to increase access to education for pupils with disabilities. The purpose of the plan is to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

Disability is defined by the Equality Act 2010 as: *"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".*

Key Objective:

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

Principles:

Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEND policy;

The school recognises its duties under the Equality Act (as amended by the SENDA):

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups; and Foster good relations between different groups.
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- To publish an Accessibility Plan.

St. Mary's Catholic Primary provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

Staff in school will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individual and groups of pupils

Background:

Our School Building was opened in September 1964. Our accessibility requirements were checked in September 2025 by the Local Governing Committee.

Layout and Design:

The school is situated on a level site and contains a single building of one story. There is ramped access at 3 points in the building and once users are inside the building all rooms and walkway corridors are on one level. Room timetables take account of accessibility for all users.

Disabled Access:

There are ramped access points in the building in the main entrance the Nursery entrance and the Key Stage 2 entrance.

Disabled Toilet - There is an accessible toilet available

Playground Access- There is ramped access to all school outdoor play areas via the Key Stage 2 entrance door, and the Nursery has its own ramped access.

Public Access Rooms- All meeting rooms are located near the main entrance

Hearing Loop- The school does not currently have a hearing loop system

This plan will be resourced, implemented and reviewed regularly by the Head Teacher and other staff members, Governors and parents and carers of pupils. It will be reviewed annually to take into account the changing needs and of the school and its staff and pupil population.

Aim 1: Curriculum

Area	What	Evidence/ responsibility	When	Outcome	Review
Learning environment for pupils with send must be accessible	Staff will respond to diverse learning needs. ICT and signs and symbols will be used where needed to include all learners	Head Teacher/ SENDCo	On-going	Learning environments will be suitable for all SEND pupils such as those with visual impairment	
Staff members must have a good understanding of how to ensure the curriculum is accessible to all pupils	Audit of curriculum/ staff questionnaire	Head Teacher Class Teachers SENDCo	On going	School leaders, staff and governors are aware of accessibility gaps in the curriculum	
All staff in school must have up to date knowledge of SEND needs and how to support pupils	Staff training/ learning walk	Head Teacher/ SENDCo	On going	Staff will plan for all learners and differentiate/ modify accordingly	
All educational visits take pupils with SEND into account and suitable arrangements / adjustments are made	E-safety visit forms	Head Teacher/ SENDCo	On going	All pupils with SEND will partake in educational visits	
Senior staff to liaise with Nursery providers for September intake pupils	Identify pupils who may need support	Staff SLT Head Teacher SENDCo	By June each academic year	Staff will identify early any needs children may have so staff can ensure that the needs of all pupils are met when they are admitted.	
To take account of various learning styles when teaching	Suitable equipment in all classrooms Interactive whiteboards with anti-glare screen Creating positive images of SEND across our school	Staff SLT Head Teacher SENDCo	On going	All pupils with SEND will be included in learning and staff will adapt resources for pupils who require it	

Aim 2: Physical environment

Area	What	Evidence/ responsibility	When	Outcome	Review
To ensure physical environment of school is suitable for all SEND pupils	School will take account of needs of all pupils to ensure classrooms and communal areas are suitable	SLT Teachers SENDCo	On going	All staff have good understanding of a range of needs and adapt curriculum and classroom environment	
School will provide a visually stimulating environment for all pupils	All areas of school will be attractive to children and designed with their needs at the core	SLT Teachers SENDCo	On going	All staff will support learners in ways that work best for them. Classrooms and communal areas will be attractive and support children	
Ensuring all pupils with a disability are involved and included	Individual Education Plans will be developed for all SEND pupils. Building design will be suitable for all learners	SLT Teachers SENDCo	On going	All pupils will be engaged and their curriculum/learning will be modified to suit them	
Class trips and residential visits will take account of pupils with SEND	Needs of pupils with SEND are incorporated into all planning processes	SLT	Ongoing	No pupils with SEND are ever excluded from school activities	

Aim 3: Information

	Area	Strategies	Evidence/ responsibility	When	Outcome	Review
	To ensure all SEND children have access to the curriculum	Ensure all pupils have access whether this be through ICT or other means	Use of ICT to support pupils Different font size different colours	On going	All pupils will be able to engage with their learning	
	All school information is accessible to all	All information for parents/carers and pupils will be accessible	School website and documentation	On going	All parents/carers and pupils can access school documents and information to support them	

Policy:

This plan will contribute to the review and revision of related school policies such as:

- SEND policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies

Updated:	January 2026
Review date:	February 2027

Signed:

SENDCo: *J. Miley* Date: 22.01.26

Head Teacher: *C M Bland* Date: 22.01.26

Chair of Governors: *C. McLean* Date: 22.01.26