



Accessibility Plan 2023-2026

Executive Head Teacher: Mrs Clare Tickel

SEND Governor: Mrs Mary Norrish

SENCO: Mrs Lisa Watts

LINKS TO OUR MISSION STATEMENT:

'Everyone within our community is encouraged to strive for the highest standards of personal, social and intellectual development.'

'Our community recognises that each person is unique and our aim is to support each other along our personal journey of faith, treating others with respect' and recognising the rights of the child'

The St Mary's Catholic Primary School Accessibility Plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The St Mary's Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions 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; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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 within a reasonable timeframe;



- 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 timeframe.

5. The Accessibility Plan relates to the key aspects of, the curriculum, the physical environment and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Curriculum Policy
- School Equality Objectives
- Pupil Equality Information
- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Good Behaviour Policy
- School Development Plan
- Asset Management Plan / Suitability Survey (where available)

8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.

9. The Accessibility Plan will be published on the school website.

10. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.

11. The school will work in partnership with the Local Authority and Plymouth CAST in developing and implementing this Accessibility Plan

12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

DATE _____

Review date _____



St. Mary's Catholic Primary School

ST MARY'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN - Dec 2016 to Dec 2019



Improving the Curriculum Access

TARGET	STRATEGY	WHO	TIMEFRAME	SUCCESS CRITERIA
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with SEN and disabilities and strategies to support them.	Staff training requirements identified (Performance Management).	SENCO	Ongoing	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Increased access to an appropriate curriculum for all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Investigate provision of events aimed at inclusion of SEND pupils.	SLT	Ongoing	Increase in access to all school activities such as trips out, residential visits, extended school's activities and sporting events for all pupils.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Class teachers SLT	Ongoing	Learning Walks show organisation of classrooms supports learning for all.
Ensure the needs of new pupils and parents are identified and met as soon as is reasonable.	Setting visit programme for Foundation Stage teachers. Pastoral Support Worker to support. Regular meetings (3 times per year) with parents and pupils.	EYFS teachers PSW	Ongoing	Needs identified and actions taken to meet them.
Process in place to identify new needs arising for SEND children.	Pupil Progress meetings Regular meetings with SENCo & SEND Governor	SLT/ SEND governor	Ongoing	SEND governor to monitor and report on impact of SEN provision.
Provide additional resources (Sensory room) to meet particular needs of SEND pupils.	Liaise with advisors, such as the visually impaired team, to identify resources and strategies which will enable SEND children to fully access the curriculum.	SENDCO	Ongoing, as needs occur	Barrier of sensory disabilities to learning reduced as much as possible.