



ACCESSIBILITY PLAN 2025 – 2027

St Mary's Catholic Primary School

1. This Accessibility Policy & Action Plan has been drawn up in consultation with the Multi Academy Trust, Local Authority, stakeholders and governors of the school and will advise other school planning documents. The Accessibility Action Plan will be reviewed annually and provide a projected plan for the three years period ahead of the review date.
2. The Accessibility Policy is structured to complement and support the school's Equality Objectives and will 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 attitudes about disability and accessibility and to developing a culture of inclusion, support and awareness within the school.
4. St Mary's Catholic Primary School's Accessibility Action 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 Action Plan will contain relevant actions to:
 - 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;
 - 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 time frame;
 - 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.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum 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 Action Plan should be read in conjunction with the following 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. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit 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.
9. The Academy's complaints procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published on the school website.
11. The school will work in partnership with Plymouth CAST in developing and implementing this plan.
12. The Plan will be monitored by Ofsted under *Inspecting equalities* as part of their inspection cycle. The Chairs of Governors appreciate that the school could be judged inadequate by Ofsted if is unable to evidence promotion of disability equality.

DATE January 2025

Review date January 2028



St Mary's Catholic Primary School Accessibility Plan 2025 – 2028

Improving the Physical Access at St Mary's Catholic Primary School

Target	Strategy	Timeframe	Outcome
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation eg fallen leaves; Fuchsia bush needs to be cut back so as not to obstruct path	As a priority and then maintained	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	As a priority and then maintained	People with disabilities can move safely around the school
External lighting	All external lights to be assessed and replaced as necessary	As a priority and then maintained	External areas will be better lit and safer for all users
Appropriate uses of colour schemes for internal and external decoration to benefit pupils with visual Impairments	Follow advice on contrasting colours & re-decorate as necessary. Take advice from external SEND professionals, as needed	As a priority and then maintained	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.
Be aware of the access needs of disabled children, staff, governors and parents/ carers	Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND process Ensure staff and governors can access areas of school used meetings Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	In place and ongoing	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change



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Improving Participation in the Curriculum at St Mary's Catholic Primary School

Target	Strategy	Timeframe	Outcome
Effective communication and engagement with parents	Termly Support Plan Meetings with parents/ carers Annual Review meetings with SENCo	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with additional needs and strategies to support them.	Staff training requirements identified Appraisal) School Nurse, Family Partnership Zone, SENSS, Speech & Language Training as required Individual plans	In place and ongoing Regular support from external professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
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 Risk assessments will be undertaken where appropriate	In place and ongoing	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
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	In place and ongoing	Increased access to the appropriate Curriculum for all pupils.
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	In place and ongoing	Staff programme of SEND CPD linked to School Improvement Plan.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff Use of ICT, e.g.: voice activated text Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books /overlays, pencil grips, adapted pens, chew/fiddle toys	In place and ongoing	Positive impact on pupil progress Barriers to learning are minimised
Adaptations to the curriculum to meet the needs of Individual learners	Pastoral support, timetable adaptations, ELSA Support, Individual OT programmes, Speech and language therapy programmes Use of access arrangements for assessment/National tests	In place and ongoing	Needs of all learners met enabling positive outcomes



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Improving the Delivery of Written Information at St Mary's Catholic Primary School

Target	Strategy	Timeframe	Outcome
Availability of written material in formats to meet needs of both pupils and parents	Fortnightly newsletter emailed to parent/carers Information also shared on Class Dojo- parents can translate Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	In place and ongoing	All parent/carers will be up to date and well informed of school information