



St. Mary's R.C. Primary School

Accessibility Plan

1. Introduction

St. Mary's R.C. Primary School is committed to promoting equality of opportunity for all pupils, staff, parents, governors, and visitors. We aim to create an inclusive learning community where diversity is valued, discrimination is eliminated, and barriers to learning are removed.

This Accessibility Plan outlines how the school will comply with its duties under the Equality Act 2010, including the Public Sector Equality Duty (PSED), which requires schools to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations across protected characteristics

We aim to develop a culture where individuals feel confident to disclose disabilities and where every member of the community can participate fully in school life.

2. Definition of Disability

St. Mary's adopts the definition of disability under the Equality Act 2010:

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This includes, but is not limited to:

- Autism and social communication needs
- ADHD
- Learning difficulties including dyslexia
- Speech and language impairments
- Sensory impairments
- Diabetes, epilepsy, and other long-term medical needs

3. Legal background

This Accessibility Plan meets the requirements of:

- Equality Act 2010
- Equality Act 2010
- Children & Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice
- Disability Discrimination Act principles, including anticipatory duties and ongoing responsibilities

Schools must:

- Not treat disabled pupils less favourably
- Make reasonable adjustments
- Plan to increase access to education for disabled pupils

4. The purpose of the Accessibility Plan

The plan sets out how St. Mary's aims to increase accessibility for disabled pupils, staff, and visitors in three key areas:

4.1 Increasing access to the curriculum

Ensuring pupils with disabilities can participate fully in teaching, learning, enrichment, and wider school life. This includes differentiated teaching, specialist equipment, and access to targeted services.

4.2 Improving the physical environment

Developing the site to enable improved mobility, safety, and independence, such as ramps, handrails, adapted toilets, and appropriate signage.

4.3 Improving the accessibility of information

Providing written or digital information in alternative formats—large print, visual supports, simplified texts—aligned with families' communication needs.

5. Contextual Information

St. Mary's is a single-storey site with good existing accessibility. Features include:

- Ramps at multiple access points
- Lift to the main hall
- Disabled toilet with space, handrails, and emergency pull cord

The school supports pupils with a range of needs, including ASD, ADHD, speech & language needs, developmental delay, sensory difficulties, and long-term medical conditions. Provision includes specialist referrals, staff support, and personalised interventions. Personal Emergency Evacuation Plans (PEEPs) are in place for relevant pupils.

6. Current provision

Inclusion is at the heart of curriculum design and classroom practice.

Staff receive ongoing training linked to SEND, behaviour, and specific medical needs.

Learning materials and resources are chosen to be accessible and inclusive.

Data on pupils with SEND and disabilities is monitored to identify trends and inform provision.

Recruitment processes reflect equality legislation.

Partnerships with specialists' support identification and provision for pupils with additional needs.

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

Our SEND Policy and Information Report outline how we identify need, implement provision, and review impact. The SENDCo coordinates statutory processes and ensures resources are appropriately allocated.

We work closely with specialist services including:

- Speech & Language Therapy
- Occupational and Physiotherapy
- CAMHS
- Additional Needs and Cognition & Learning Teams
- Bury LA targeted support
- STOCCAT trust
- Rehabilitation for independence
- Teacher of the deaf
- School nurse
- Incontinence nurse
- Portage
- First point

8. This plan is monitored by the Senior Leadership Team, Inclusion Team and School Governors.

St. Mary's recognises its anticipatory duty—we plan for future needs as well as current ones, ensuring accessibility is proactive, not reactive.

Adjustments may include:

8. Reasonable Adjustments

St. Mary's recognises its anticipatory duty—we plan for future needs as well as current ones, ensuring accessibility is proactive, not reactive.

Adjustments may include:

Environmental modifications

Alternative teaching strategies

Additional adult support

Assistive technology

Modified assessments

Timetable adjustments

All decisions are based on pupil need, evidence, and consultation with families.

9. Working in Partnership

The school values parents' knowledge of their child's disability and maintains confidentiality.

Regular communication ensures families are part of the planning and review process

10 Monitoring and Review

- The plan will be reviewed every 3 years and monitored by:
 - Senior Leadership Team
 - SENDCo and Inclusion Team
 - Governors (SEND Governor & Chair of Governors)
- Equality information will be published annually, and equality objectives updated every 4 years, in line with statutory guidance. [linkschool.org.uk]
- The plan is available on the school website.

Appendix 1: Accessibility Audit Tool

(Adapted to reflect current best-practice audit tools used in 2024-2026 policy models)

Physical Environment Checklist

- Entrances and exits accessible
- Ramps and handrails in place
- Corridors free from obstruction
- Accessible toilets available and compliant
- Emergency evacuation equipment in place
- Classroom layouts allow wheelchair access
- Appropriate lighting and acoustics
- Signage clear and accessible

Curriculum & Teaching Checklist

- Differentiated tasks and resources

- Use of visual supports
- Assistive technology available
- Staff trained in SEND and medical needs
- Adapted PE provision
- Inclusive access to trips and after-school clubs

Information Accessibility Checklist

- Alternative formats available (large print, visual, simplified text)
- Website meets accessibility standards
- Interpreters or translation available if required

Appendix 2: Accessibility Action Plan 2025–2028

<u>Objective</u>	<u>Actions</u>	<u>Responsibility</u>	<u>Success Criteria</u>	<u>Timescale</u>
Improve curriculum access for pupils with communication needs	Expand use of visual supports; implement communication-friendly classrooms; staff training	SENDCo / SLT	Pupils access learning more independently; improved engagement	Ongoing 2025–2028
Strengthen physical accessibility	Review site annually; address audit findings; update signage	Site Manager / SLT	Improved ease of movement and navigation	Annual
Improve information accessibility for families	Provide information in alternative formats; update website	Admin Team / Leadership	Parents receive information in their required format	2025
Enhance staff knowledge	Provide SEND/medical needs CPD; LSA development	SENDCo / SLT	Staff confidence and skill improves	Ongoing
Strengthen inclusion in wider school life	Ensure trips, clubs and extracurricular activities are fully accessible	All Staff	Increased participation rates	Ongoing