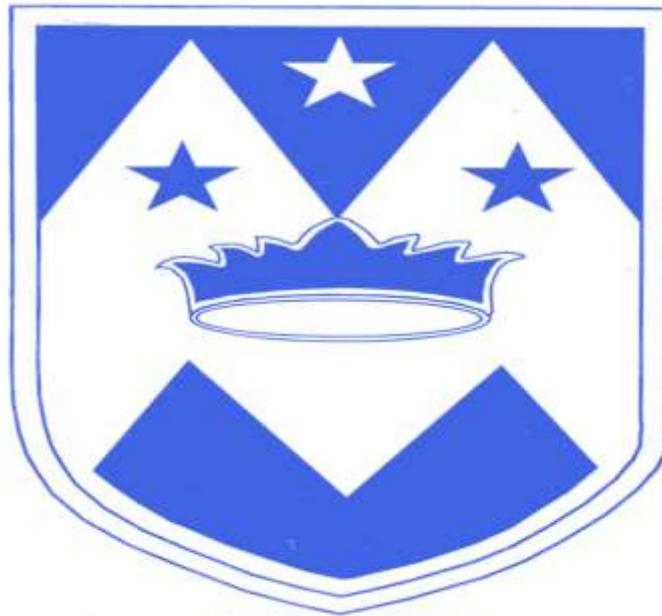


St Marie's Catholic Primary School

Accessibility Plan



'The Love of Christ, nurture, guide and inspire us.'

Approving Body	Full Governors Committee Head/Leadership team	Review Term: 1yr/2yr/3yr Autumn Spring Summer
Signature:	Chair of the relevant body	
Review Date:	Summer 2025	Version: 1

MISSION STATEMENT

'The Love of Christ, nurture, guide and inspire us.'

To do this we will:

- Be a Christian community that lives the Gospel values; 'Love of Christ' (Christ centred)
- Provide opportunities for all to grow and achieve by igniting a desire for learning; 'Guide and inspire' (Education)
- Be a haven of peace and love that enables all to thrive; 'Nurture' (Community)

Objectives: Christ Centred

- Provide high quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Share faith, love and hope in the likeness of Mary, Mother of God
- Provide a safe harbour where all can succeed

Objectives: Education

- Have high expectations of ourselves and others in all that we do
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
- Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

Objectives: Community

- Create a peaceful, happy school where all feel welcomed and valued
- Nurture and grow our pupils and community in the Gospel values
- Celebrate each person as a beautiful work of art, created on God's image

St Marie's Key Objectives and Priorities 2023/2024

Key Objectives and Priorities	Success Criteria
<p><i>Christ at the Centre</i></p> <p>Culture</p> <p>1. Priority:</p>	<ul style="list-style-type: none"> • Ensure that staff and pupils are clear on whole school expectations, routines and behaviours • Pedagogy, policies and procedures are shared and implemented with fidelity • Relationships across the school community become strong • Staff seek every opportunity to promote learning within and beyond the school day • Pupils and staff have the tools needed to ensure resilience in their learning and wider lives
<p>Aspiration</p> <p>2. Priority:</p>	<ul style="list-style-type: none"> • School has unapologetically high aspiration for our children through a fully understood, common pedagogy • All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver • Percentage of children at greater depth standards is rapidly closing the gap with national
<p>Resources</p> <p>3. Priority:</p>	<ul style="list-style-type: none"> • The staff structure, skills and knowledge meet the needs of the school • 'The curriculum' is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps • All staff receive high quality assured CPD that improves learning for all pupils
<p>Community</p> <p>4. Priority:</p>	<ul style="list-style-type: none"> • Parents are well equipped to support children learning in school and at home • Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance • Our community is well involved in school life, e.g. Parent Council, FAF group etc
<p>Environment</p> <p>5. Priority:</p>	<ul style="list-style-type: none"> • The school building and grounds are a safe place to work and play • The buildings and classrooms promote our high aspirations

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Statement of intent

This plan outlines how St Marie's Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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 plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Relationship and Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Target	Strategies	Timescale	Responsibilities	Success criteria	Outcomes
Short term	Children increasingly aware of their own learning style.	Encourage children to express their access needs and learning styles	Ongoing	All staff	Children can articulate their access needs and understand their own learning style.	All pupils access the National Curriculum
	School trips are inclusive and risk assessments are robust	Risk assessment done via Evolve	Ongoing	Teachers/SLT	All children receive enrichment opportunities	All children receive enrichment opportunities
Medium term	Access to the curriculum for all SEND children	Personal plans for SEND children	Ongoing	All staff	Appropriate access to the NC	Staff aware of children's individual needs Children working on their targets Appropriate access to the curriculum.

	Pupils with SEND access lessons in class	Provide tablets and other adjustments for pupils with SEND	Ongoing	SLT/ SENCO/ Class teacher	Pupils with SEND can access lessons	Ongoing
	All staff undertaken disability equality training	All staff to access training	Ongoing	SENCO/ SLT	All staff working from a disability equality perspective	Ongoing
	Lessons planned and delivered to best meet the needs of the children	Lesson observations carried out with an emphasis on inclusion strategies.	Ongoing	SENCO/ SLT	Lessons delivered are fully inclusive with children being given the opportunity to reach their full potential.	Accessing more of the curriculum
Long term	All parents regardless of disability have opportunity to be involved.	Utilise disabled parking or back carpark to support drop off and pick up times. Phone calls to explain letters home for parents who request/ need it Proactive approach to identifying the access requirements	Ongoing	All staff	All parents are able to take an interest and be involved in their child's learning	Ongoing

		of parents with a disability				
	Develop a consistent approach to differentiation and alternative recording	Devise and consult on model school policy with good practice guidance EEF Delivery of training during staff meetings	Ongoing sharing of good practice	All staff	Staff confident and consistent in a range of differentiation strategies and use of alternative recording	Ongoing
	Children with social, emotional and mental health issues have their needs met	Appropriate curriculum Staff training A range of interventions in school Communication with outside agencies (eg seedlings)	Ongoing	SENCO / SLT	Staff are confident to work with SEMH pupils and support them to achieve their full potential through accessing the curriculum.	Ongoing

Planning duty 2: Physical environment

	Targets	Strategies	Timescale	Responsibilities	Success criteria	Outcomes
Short term	School's physical environment is accessible to all	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments for the site and premises, such as improved access, lighting, colour schemes and accessible facilities and fittings. Audit of physical environment	Ongoing	SLT/ Site Manager	School is aware of accessibility barriers to its physical environment and will make a plan to address them	In progress

Medium term	Visually stimulating environment for all children	Sensory friendly classroom environment. Uniform approach throughout school	Ongoing	All staff	Sensory environment maintained	In progress/ ongoing
	Continue to develop playgrounds and facilities	Budget planning over long term Funding opportunities Sponsors/ donations	Ongoing	All staff	Inclusive child friendly play areas	On going
Long term	Fire escape routes are accessible for all.	Annual fire risk assessment Monitor and assess pupils who may require a Personal Evacuation Plan (PEP)	Ongoing	Governors/ SLT/ Site manager	All staff pupils and visitors are planned for in emergency situations	Ongoing

Planning duty 3: Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria	Outcomes
Short term	Review information to parents and carers and check it is accessible.	Enquire about access needs when child is admitted to school	Twice yearly	SBM/ Admin	All parents can access information Parents feel supported and included	Delivery of information to all families improved Buff paper used
		Parental questionnaire each parents evening	Twice	SLT		
		Review all letters home to check reading age/ plain English.	Yearly	Admin		
		Use of dyslexic pastel paper in correspondence	Ongoing	Admin		
		Newsletter sent out via Sway	Ongoing			
		School office support parents to access information and complete school forms	Ongoing	SLT		
			Ongoing			

		Ensure all documents are accessible via the school website and can be accessed by visually impaired.				
	All staff are aware of guidance on accessible formats	Staff training on guidance on accessible formats and dyslexia	Ongoing	SENCO/ All staff	Staff produce routine information in accessible ways	In progress
	Inclusive discussion of access to information in all annual reviews	Gather information from parents and children with regards to access and preferred formats for questionnaires	Annually	SLT	Staff aware of pupils preferred methods of communication	Delivery of school information to stakeholders improved.
Medium term	Review content of information collected when a pupil is admitted to school	Check list ensuring all essential data is collected and schools mission statement is correct.	Annually	SLT	School has accurate up to date information	Ongoing

	The medical needs of children are fully met within the capability of school	Medical conditions policy followed Parents and child voice Liaise with external agencies Identify training needs and individual protocols where needed.	Ongoing	All staff	Children are safe and their needs are met in school	Training ongoing as and when needed Staff informed immediately
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Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is Summer Term 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholder