St Mary's
Catholic Primary School

Accessibility Plan
2026 - 2029

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1. Introduction/context

At St. Mary's, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors. We are committed to develop a culture of awareness, acceptance and inclusion and our aim is to increase the accessibility of provision for everyone.

Our teachers aim to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

This accessibility plan and action plan sets out how the governing body will improve equality of opportunity for disabled people. It aims to reduce and eliminate barriers to access the curriculum and supports full participation in the school community.

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) To increase the extent to which disabled pupils can participate in the school's curriculum.
b) To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
c) To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

2. Definitions

2.1 Definition of Disability (Equality Act 2010)
"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to day activities."

2.2 Definition of Special Educational Needs (SEND Code of Practice September 2015) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

3. Our Vision

Our vision As a Catholic School we recognise and respect that each member of our school community – pupils, staff, parents and visitors – are unique individuals in the eyes of God with their own special talents and needs. As an inclusive school we are committed to these aims:

Reducing all barriers to learning (physical, social, organisational and emotional), Raising achievement through full participation in the curriculum, school life and the services available at our school. To achieve these aims, our priorities are:

1) To further increase access to the curriculum for all pupils.

2) To further improve physical access to the school for pupils and visitors.

3) To further improve accessibility of information. It is a requirement that the schools accessibility plan is implemented, reviewed and revised as necessary.

4. How do we achieve our aims?

Each year, the school sets out an accessibility plan to meet the above priorities (appended).

In order to set targets for the year, the school:

a) Undertakes audits of the curriculum, buildings and communication tools to ensure best practice and identify areas for improvement.

b) Consults with pupils, parents, staff and other key stakeholders to identify key priorities. We ensure parents play a fundamental and active role in school review through regular consultations, annual surveys and questionnaires.

c) Seeks the advice and expertise of external agencies in order to develop best practice. For example: Sensory Support Service and Physical Support Team – specialists who provide support and advice around children with hearing loss and visual impairment); physical difficulty and or medical conditions; Language Learning and Strategic Support Team (Cognition and learning) and the Communication and Autism Team.

d) Ensures staff members receive regular training to ensure an ongoing awareness and understanding of the barriers faced by people with disabilities and other vulnerable groups and how to overcome these barriers in attitudes, organisation and teaching and learning.

5. Evaluation

The success of the action plan is monitored by the Headteacher, Mrs Yorke, the SENDCO, Mrs Birchenall and the Governor with responsibility for Special Educational Needs; Mrs Jones

6. Links with other policies:

- Equality information and objectives policy
- EYFS policy
- Special educational needs (SEN) information report
- SEND policy
- Behaviour and relationship policy
- Health and safety policy
- Medicines - Supporting pupils with medical conditions policy

Accessibility Action Plan 2026 - 2029

Issue	Action	Success Criteria	Timescale	Monitoring
Physical Environment				
Safe access to the school building for children, staff, governors, parents/carers and visitors	Audit of the environment To create access plans for individual children with SEND and or disability where appropriate Lift access between Ground and First Floors	To ensure safe access for everyone.	Annually Ongoing Ongoing	Headteacher/ SLT Site manager Site Manager
Ensure all children, staff, visitors can be safely evacuated in the event of a fire or lockdown	Provide a personal emergency evacuation plan for all pupils who may need additional support Evacuation Chair Training for identified members of staff Ensure all staff are aware of their responsibilities in evacuation and the specific needs of the children in their classroom.	Ensure all pupils and staff are safe in the event of a fire / lockdown There is constant supervision for disabled children who would need help in the event of an evacuation	Termly fire drills Lockdown procedures practised at least annually	Head Teacher/SLT Head Teacher/SLT

Ensure that furniture and physical arrangement of furniture in the classroom and corridors is appropriate to the needs of pupils with SEND	SENDCo to review physical access needs with a termly environment walk	Make adequate provision through any adaptations necessary	Termly	SENDCO/ support from OT/ physical disability service and Physiotherapy (as required)
Equality and Inclusion				
Raise staff awareness of SEND and/or disability issues where appropriate	School to seek advice from other professionals and outside agencies Ongoing staff training	Increased whole school awareness of catering for pupils with SEND and or a disability Promote disability equality via: Staff meetings, PSHE lessons, Assemblies- Celebrating difference	Ongoing	SENDCo/SLT
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments	School trips and residential visits are accessible for all pupils.	Ongoing	Educational Visit Leader Class teachers SENDCo

Ensure Pupils with medical needs are fully supported in line with DfE guidance (2014) Current proposal in consultation from July 2026 – 'Supporting Children with medical conditions at school'	Needs identified by liaison with parents, teachers, SENDCo or on admission Personal support plans and or Health care plans maintained and adhered to. Monitoring and review system in place Appropriate risk assessments in place Appropriate training for all staff	All children with medical issues have their needs met SEND and medical needs registers are up to date	Ongoing	All staff Office Staff Medical Lead/DSLs/SENDco Medical Lead/DSLs/SENDco
Identify any barriers to participation for pupils with SEND and or disability who join the school	Ensure transition arrangements include seeking advice from relevant support agencies	Children will be able to access all areas of school life	When appropriate	SENDCo All staff

Access to the Curriculum				
To improve the access, participation and progress of children with communication and interaction needs	Continue to screen all children in Reception class on entry using Wellcomm Eloise Johnson school speech and language therapist (SALT) to work with children identified as having speech and language needs Ongoing development of using visuals, Widgit Online, Makaton, colourful semantics for pupils	Wellcomm screening Sept/Oct and re-screen in June/July Children making progress against their individual speech and language targets Staff training on supporting children with speech, language and communication needs. Staff training on use of Widgit Universal Strategies Folder developed by SENDCo Use of the strategies for speech, language and communication needs from the ordinarily available guidance.	Ongoing	Class teachers/ SLCN trained Teaching Assistants NHS Link SALT SENDCo
To improve the access, participation and progress of children with cognition and learning needs	Continue to drive high quality teaching strategies and adaptive teaching in classrooms for all aspects of the curriculum	Staff using high quality teaching and scaffolding as standard Adaptive teaching in place to support children to access learning	Ongoing	SENDCo/Class Teachers

		Observations Staff audit re high quality teaching needs and support as appropriate Universal Strategies Folder developed by SENDCo Use of the strategies for cognition and learning needs from the Birmingham ordinarily available guidance.		SLT/Curriculum Leaders
	To continue to develop tracking systems of pupils with SEN and embed toolkit progress tracker	Monitoring Progress of pupils from their starting points		SENDCo/SLT
	Ensuring that the knowledge-based curriculum is a curriculum for all learners	Curriculum offer documents developed – focusing on history/geography initially		SENDCo/AHT Curriculum Lead

To improve access, participation and progress of children with social, emotional and mental health needs	Staff to be equipped at recognising and supporting early mental health, social and emotional difficulties of their pupils Whole class Thrive Online Screening completed by class teachers Children with specific SEMH needs to be supported appropriately with specialist support	Training for Staff (Thrive) Use of the strategies for social, emotional and mental health needs from the Birmingham ordinarily available guidance. Strategies and provisions implemented as a result of Thrive profiling - adapted to needs of individual pupils. Children's emotional needs are met, allowing them to engage effectively with their learning	Ongoing	SENDco/Thrive Licensed Practitioner/ Behaviour Lead Pastoral Counsellors
To improve access, participation and progress of children with physical and/or sensory needs	Children with these needs supported in all aspects of the curriculum and extra-curricular activities	Relevant risk assessments in place, including for external educational visits. Appropriate Reasonable adjustments Support from outside agencies Use of the strategies for sensory and physical needs from the Birmingham ordinarily available guidance.	Ongoing/as required	Class Teachers/SENDCo

Increase confidence of all staff in adapting the curriculum for all learners	Staff training on the SEN Code of Practice, graduated response, and the responsibility to meet the needs of pupils with SEN	Raised staff confidence in strategies for differentiation and increased pupil participation	Ongoing	SENDCo SLT Outside agencies/ other professionals
All school visits and trips need to be accessible to all pupils	Through planning, ensure each new venue and means of transport are vetted for appropriateness, accessibility, and safety. Risk assessment to be carried out.	All pupils can access all school trips and take part in a range of activities Risk assessments completed	Ongoing	All staff
Access to information				
Written information to be accessible to parents and stakeholders with visual impairments	Make large print versions available on request.	Adaptations to be implemented where necessary	Ongoing	Office staff

Ensuring EAL parents are fully aware of information regarding school functions, activities,	Establishing EAL parent written English understanding and potential translation needs at point of admission	Adaptations to be implemented where necessary e.g. face to face meetings.	Ongoing	Office staff/SLT