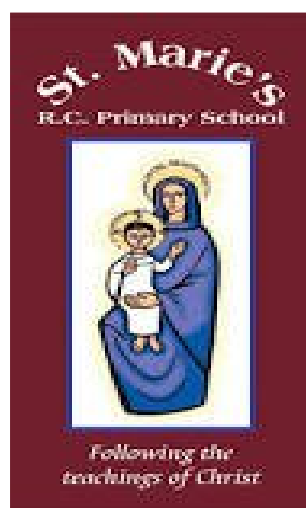
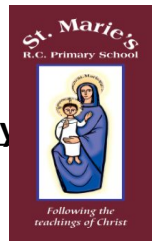




Accessibility Plan and Policy



Reviewed and Revised April 2026



Our Vision

St Marie's is proud to be a Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love.

Our Mission

As Christ's hand and feet on earth, we will...

- Follow the teachings of Christ so that all may grow in faith.
- Recognise and value each child as a loved and unique child of God.
- Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
- Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community.
- Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Our school Mission Statement expresses our belief in every child's entitlement to access a full curriculum to the best of their ability:

"To value and celebrate the uniqueness of every individual"

"To provide the opportunities through a broad, balanced, relevant and differentiated curriculum, enabling everyone to achieve his/her potential in an atmosphere of love and security, so that we may all grow in faith and make a positive contribution to society."

Aims

This Accessibility Plan and Policy outlines how St. Marie's RC Primary School aims to be as inclusive as possible and to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

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.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by those pupils with protected characteristics in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and communication aids. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment.

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, braille, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parent/carers about their preferred means of communication. The school will consider how all information normally provided in a written format including, school test papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

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 must have regard to the need to allocate adequate resources in the implementation of this strategy.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines a disability as being:

“When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.”

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Links with Other Policies

This Accessibility Plan and Policy is linked with the following policies and documents:

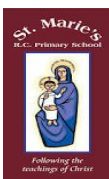
- Curriculum Policy
- Health and Safety Policy
- Medical Policy
- SEND Policy
- EAL Policy
- Behaviour Policy
- School Improvement Plan
- Attendance Policy
- Admission Policy
- Child Protection and Safeguarding Policy

Reviewing the Policy

This policy will be reviewed every three years, or before if required.

Elizabeth Hodgson
SENCO

Reviewed: April 2026



ACCESSIBILITY ACTION PLAN 2026-2029

St. Marie's R.C. Primary School

IMPROVING ACCESS TO THE CURRICULUM

ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that all pupils will be able to access the curriculum and make progress	All children receive excellent quality first teaching and all lessons are differentiated High quality resources and effective use of these Progress of all children (including SEND) is tracked and closely monitored Termly IEP reviews for SEND children – targets reviewed and set effectively Pupil Progress Meetings – teacher / HT Liaise with outside agencies for advice and resources, where needed	GMc EH Teachers TAs SSAs	Ongoing	PPA time for teachers to ensure high quality, well differentiated lessons are planned and delivered Review of resources Time for IEP reviews Time of SENCO Time for Pupil Progress Meetings	All children are able to access the curriculum and make progress
Impact					

ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that all staff are aware of the needs of all children	Close liaison between teachers and support staff SSAs / TAs are involved in IEP reviews SSAs / TAs are provided with copies of IEPs (where appropriate) Support staff to make / source resources where needed Breakfast Club and after School Club staff Midday supervisors Kitchen staff – where appropriate e.g. allergies, medical needs	EH Teachers SSAs Tas ALL staff in school	Ongoing	Time for liaison / discussions Time for resource preparation	All children are able to access the curriculum and make progress
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To provide staff with training to meet the needs of ALL children in the school	Audit and monitor staff's current training portfolios Audit and monitor staff's	EH GMc	Training arranged as needs arise	Time for training Cover for staff in class	All children are able to access the curriculum

	training needs Keep up to date of training opportunities available			Cost of training	
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that teachers continue to be mindful when planning activities for their class using our bespoke curriculum	Teachers continue use the carefully planned medium term plans for each curriculum area. Our curriculum was written by each co-ordinator for their subject and is bespoke for the children in our school. When the topics / learning was planned, co-ordinators were very mindful to make sure that their curriculum is accessible to all children	Teachers Co-ordinators	Ongoing	Time for training new staff on the curriculum	All children will have full access to the curriculum
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that all children are ready to start their learning at the start of each day by assessing and acting upon their SEMH needs	Children have morning / end of the day / regular throughout the day check-ins with an adult SEMH needs are addressed through interventions e.g. Caritas, Starlight, Rainbows,	GMc EH Any staff involved with certain children	Ongoing	Time for each child Cost of training Cost of outside agencies	All children are ready to start their learning each day and have access to the curriculum

	Hamish & Milo				
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To continue with whole school dyslexia friendly approach	Staff to continue to employ dyslexia friendly strategies New staff trained in this	EH GMC	Ongoing	Specialist resources e.g. overlays, buff paper Time for training new staff	All children are able to access the curriculum
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that P.E. continues to be accessible to all children	Liaise with outside agencies to ensure for any children requiring adaptations Review resources required to enable access in P.E.	EH P.E. Co-ordinator P.E. teachers	Ongoing	Cost of new resources Time for liaising with outside agencies	P.E. curriculum meets the needs of all children Specific resources available, where required
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that all school visits / workshops in school	Audit / reconnaissance by staff of visits to ensure accessibility for all	Class teachers	Ongoing	Time to complete risk assessments	Visits / workshops available to all children

are accessible to all children	Risk assessments completed Completion of EVOLVE before each visit				Risk assessments/ EVOLVE completed
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To continue to provide a wide range of after school clubs, which are available and accessible to all children	All teachers and some TAs run after school clubs each week Implement any adaptations for any children requiring adaptations	Teachers / TAs	Ongoing	Cost of any resources	All children have access to all after school clubs run in school
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure the children have access to the resources they need in school and at home	Children have all resources, including dyslexia friendly resources at school and at home e.g. coloured overlays for reading	EH Teachers	Ongoing	Cost of resources	Children have all the resources they require in order to
Impact					

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that the layout of the school continues to allow access for all children / parents / staff / visitors	Continue to consider and monitor the needs of all to make sure that the school is accessible as is reasonably possible Consider the needs of everybody when planning any future alterations to the school Adapt and make changes to the physical environment if needed, to meet the access needs of all children and adults Liaise with outside agencies where needed, if changes need to be made	GMc All staff	Ongoing	Money to make changes / adaptations if needed	The school is accessible to all
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To continue to be aware of and cater for the access needs of all children / parents or carers / staff / visitors	Create individual access plans where needed Be aware of access needs	GMc EH	Ongoing	Time to create access plans	The school is accessible to all
Impact					

ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that the needs of all children and adults are met and that any resources / facilities are catered for	Liaise with outside agencies to make sure the relevant resources / facilities are provided, when the need arises	EH GMc Teachers	Ongoing	Time to liaise with outside agencies Cost or resources	The school is accessible to all
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that the playground accounts for the differing needs of all children	Quiet areas will be created Midday supervisors will be made aware of individual children's needs (where appropriate) to support these children effectively	GMc EH Teachers Midday supervisors	Ongoing	Resources / signage for quiet area Time to create quiet area Time to liaise with midday supervisors	Children will have access to quiet areas on the playground
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To continue to ensure that all children and adults can be evacuated safely	Staff trained as fire marshals Regular practice fire evacuations	GMc All staff	Ongoing	Fire marshal training	Safe evacuation of all when necessary

Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure school is accessible for EAL parents/carers	Review the signs around school: • Make more visual • Different languages Welcome signs in different languages	GMc EH EAL Co-ord	Ongoing	Cost of new signs	Signs in place Ongoing dialogue between parents/carers and school
Impact					

IMPROVING ACCESS TO INFORMATION

ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To ensure that languages, other than English are available around the school	Liaising with EAL Co-ordinator	GMc EH EAL Co-ord	Ongoing	Cost of signs Time to liaise	Signs in place
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To continue to ensure that all information on the school website is accessible to all	All information is available in alternative formats – clear print / larger font / coloured paper / translated, if required	GMc EH	Ongoing	Time to monitor website content	Website to have very clear information, accessible to all
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To liaise with outside agencies to ensure that all parents/carers have access to all the school information	Liaise with CLAS: - Continue with strong home/school links - CLAS to do phone calls home / home visits to families where needed	GMc EH EAL Co-ord CLAS	Ongoing	Time to liaise and for feedback	All families and school share effective communication
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria

To continue excellent liaison with parents; to ensure that all parents / carers are kept up to date with their children's progress; and to express their views also	All children: • Open door policy if there are any concerns • Parent's Evenings twice a year • Annual report SEND children: • EHCP review meetings • IEP review meetings	All staff	Ongoing	Time for meetings	School has very strong links with all parents/carers
Impact					
ACTION	How will this be achieved?	Persons Responsible	Timetable	Management implications	Success Criteria
To continue for our pastoral lead to support children with SCLN and SEMH needs	Pastoral lead is available to work with children with SCLN and SEMH needs Teachers can all on pastoral lead if they feel this would benefit a child in their class at any particular time	Pastoral lead GMc	Ongoing – 1.5 days per week	Time to meet with staff and children and deal with concerns / worries	Children with SCLN and SEMH needs have some extra support from school if they or a member of staff feels they need it
Impact					