



ST MARY'S
CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY POLICY

September 2025

Part of the Nicholas Postgate Catholic Academy Trust

Written by:	Mrs K Mendum
Date:	September 2025
Review Date:	September 2028

1. Aims of the Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan outlines how St Mary'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). The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The school is part of the Nicholas Postgate Catholic Academy Trust (NPCAT) and adheres to the Trust policies and procedures.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone refurbishment.

2. 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 an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The actions that will be undertaken are detailed in the following sections of this document

Planning duty 1: Curriculum

Aim	Actions to be taken	Staff	Timescale	Review
The curriculum is fully accessible to all learners.	Review of the curriculum and a robust monitoring schedule of curriculum areas, supported by curriculum leads.	Headteacher, teachers, SENDCO	Ongoing	Ongoing as part of the SEND Action Plan
Teachers and non teaching staff have the necessary training to teach and support pupils with a range of needs.	Appropriate CPD organised to upskill staff in any identified areas. SENDCo to organise appropriate training when a pupil with specific difficulties attends the school.	SENDCo	Ongoing	Ongoing as part of the SEND Action Plan.
Effective provision is in place for those children with additional needs, disabilities and mental health difficulties, to help minimise barriers to their learning.	SENDCo attendance at external CPD. Staff in-house CPD. Review of current provision. Equipment purchased to support those children.	SENDCo Teaching Staff.	Ongoing - review termly.	SEND Support Plans and the provisions identified are reviewed termly. Children with Education, Health and Plans provision is reviewed termly and their plan is reviewed with all stakeholders annually.
All extra-curricular activities are planned to ensure that they are accessible to all children.	Review all extra-curricular activities to ensure they are accessible.	Headteacher SENDCo Teaching Staff	Ongoing	Ongoing due to changing activities.

Planning duty 2: Physical Environment

Target	Actions	Staff	Timescale	Review
Ensure the school is accessible and meets the needs of all stakeholders.	<p>Audit of the physical environment.</p> <p>Ensure that the newly fitted external doors are wheelchair friendly.</p>	Caretaker, Headteacher, SENDCo	Autumn 2025	Autumn 2028: Main entrance and exit points are accessible for all.
Review lunchtime arrangements (e.g. room use) to ensure that pupils with additional needs (e.g. ASD, Attachment Disorder, Mental Health Difficulties) have their needs met.	Audit of lunchtime arrangements.	<p>SENDCo</p> <p>Headteacher</p> <p>Teaching staff</p> <p>Support Assistants</p> <p>Lunchtime supervisors</p>	Autumn 2025	Ongoing as part of SEND Action Plan.
The medical needs of all pupils are met fully within the capability of the school.	<p>Ensure all paperwork is completed and returned by parents.</p> <p>Ongoing communication with parents.</p> <p>Ensure all staff are aware of medical needs within school at regular staff</p>	<p>First- aiders</p> <p>All staff</p>	Ongoing.	Ongoing and reviewed regularly.

	<p>briefings.</p> <p>Liaise with external agencies where necessary.</p> <p>Ensure first-aiders are up to date with relevant training.</p>			
<p>Permission to drive into the school premises is given to those parents who require them.</p>	<p>Parents are aware that these can be obtained, as long as they can provide appropriate supporting evidence (eg a blue badge).</p>	<p>Headteacher</p> <p>Office Staff</p>	<p>Ongoing</p>	<p>Annually</p>

Planning duty 3: Information

Target	Actions	Staff	Timescale	Review
<p>School information is accessible to all.</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	<p>Headteacher</p> <p>SLT</p> <p>Arbor Champion</p>	<p>Ongoing</p>	<p>Review communications regularly.</p>

	<ul style="list-style-type: none"> • Pictorial or symbolic representations <p>Arbor is used as the main form of communication with parents, carers and guardians, as well as Parent Pay for monetary communications. All information is also available on the school website, including school letters which have been shared with families via Arbor.</p>			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Executive Headteacher and Head of School.

Policy start date: **September 2025**

Date of next review: **September 2028**

Monitoring will cover the following three areas:

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

When carrying out monitoring of this, the SLT 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.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

5. Links with other policies and documents

This accessibility plan is linked to the following policies and documents:

- Risk Assessments
- Health and safety policy
- Single Equality Scheme
- Special educational needs (SEN) information report

- Supporting pupils with medical conditions policy