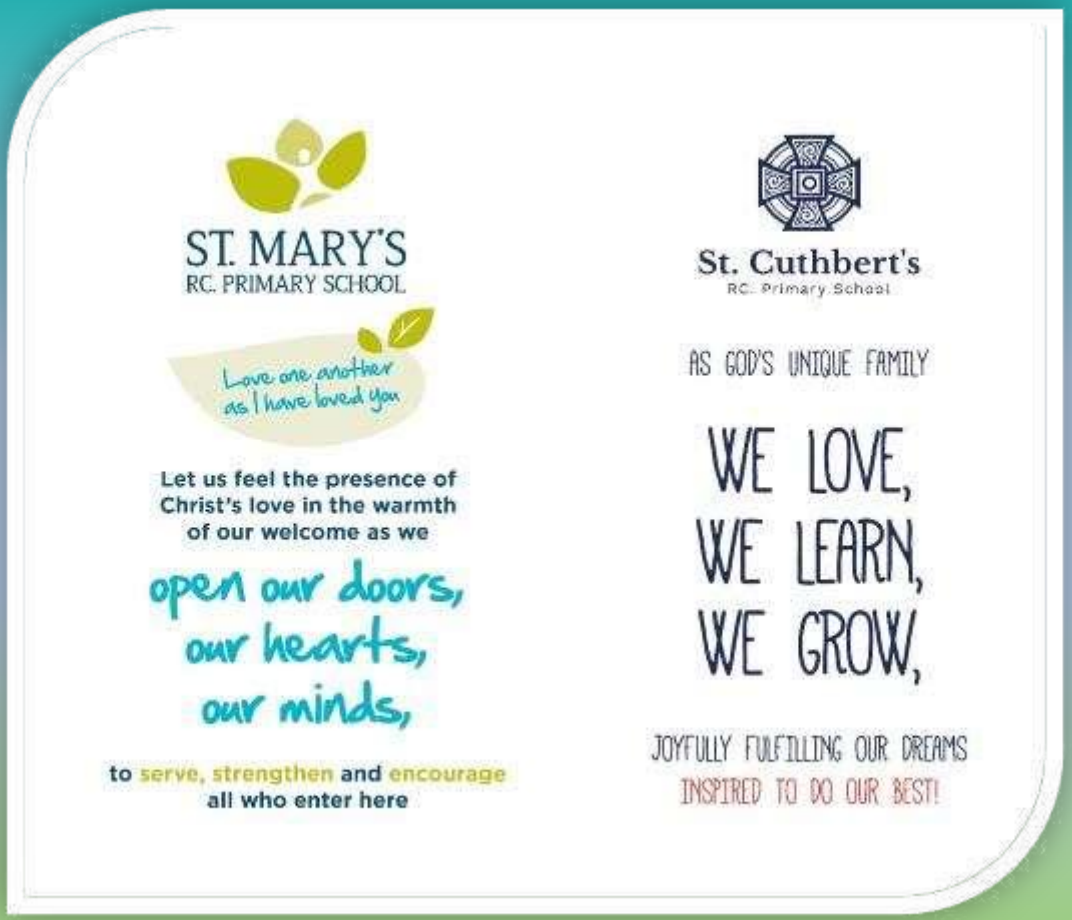
St Mary's Accessibility Plan 2026/2029



ST. MARY'S RC. PRIMARY SCHOOL | Love one another as I have loved you.

Accessibility Plan and Policy		Date
Approved :		
Last Review:	Joanne O'Mullane/Tracey Collins Co Headteachers	Jan 2026
Next Review:		Feb 2029

ST MARY'S ACCESSIBILITY PLAN AND POLICY

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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

St Mary's is committed to treating all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education.

Within a caring and mutually supportive environment we aim to:
• Build upon the strengths and achievements of the child
• Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem. • Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or other factors that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.

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.

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.

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. Purpose

Schools are required under the Equality Act 2010 to have an accessibility plan.

Our Accessibility Plan will:

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

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 governing board.

CURRICULLUM PLAN			
AIM 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at St Mary's is to reduce and eliminate barriers to access to the curriculum by design and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.			
TARGET	**ACTION**	**PERSON RESPONSIBLE**	**TIMESCALE**
To continue to maintain strong adaptive teaching approaches are in place across the school based on the EEF Research based Send 5 a day so that our curriculum is fully accessible to all children: Specific Instruction	To continue to ensure that strong adaptive teaching approaches are in place across the school based on the EEF Research based Send 5 a day so that our curriculum is fully accessible to all children**.** Language is specific and broken down into chunks Embed language and vocabulary development across the school through specific language and Oracy teaching: Wellcomm, ELKAN, SALT, Voice 21. Use of ACC including technology and visuals to anchor and understand language.	HT/ PHASE LEADERS/CLASS TEACHERS	ONGOING
To continue to maintain strong adaptive teaching approaches are in place across the school based on the EEF Research based Send 5 a day so that our curriculum is fully accessible to all children using Flexible groupings Cognitive and metacognitive strategies	To continue a strong cycle of CPD focussing on research, the brain and learning, engagement in learning, embedding strategies to strengthen working memory, continue with routine pre-teach and consolidation opportunities of learning. Inclusion by design of the curriculum. Builds on foundational knowledge and consistently revisits prior learning. Flexible groups and Kagan structure support anchoring learning through an active multisensory approach.	HT/ PHASE LEADERS/CLASS TEACHERS	ONGOING
To continue to maintain strong adaptive teaching approaches are in place across the school based on the EEF Research based Send 5 a day so that our curriculum is fully accessible to all children using Scaffolding and Technology	**T**o continue to scaffold learning through arrange of adaptive approaches to support access to learning. Alongside assistive **technology** (EEF) further resources include assistive tools such as; pencil grips, coloured overlay and sloped boards. Pupils learning also scaffolded through a range of concrete resources**.**	HT/ PHASE LEADERS/CLASS TEACHERS	ONGOING
To ensure participation in extra -curricular activities	Maintain wide range of extra -curricular activities both during and after the school day which are fully adapted and accessible.	HT/ PHASE LEADERS/CLASS TEACHERS	ONGOING

PHYSICAL ENVIRONMENT PLAN			
AIM 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided			
TARGET	**ACTION**	**PERSON RESPONSIBLE**	**TIMESCALE**
Improve and maintain access to the physical environment of St Mary's adding specialist facilities as necessary, including any bespoke improvements to the physical environment of the schools and physical aids to access education within a reasonable timeframe	Maintain wide corridors (clutter free), wide door openings, lift, ramps available across the school, disabled toilet, disabled parking readily available. Ensure disabled parking bay repainted as needed.	HT's	Ongoing
	To adapt forest area to include a wooden walkway for wheel chair users.	HT's	2025/2026
	To improve EYFS outdoor area so that climbing opportunities are fully inclusive for a range of disabilities and neuro diversities.	HT's	2026/2027
Maintain robust risk assessments to support inclusion on school visits	Pre-visits by staff to risk assess accessibility. All trips to be fully accessible to all children taking into account their individual needs.	SBM Class Teacher	2025/2026
Maintain strong signposting for Disabled pupils and their families	Maintain strong pastoral and SENDCo support to signpost families for Early Help and wider services to ensure that all equipment and support is available in the home.	Inclusion Lead Pastoral Manager	Ongoing

INFORMATION PLAN			
AIM 3: Improve the availability of accessible information to disabled pupils and wider community			
TARGET	**ACTION**	**PERSON RESPONSIBLE**	**TIMESCALE**
To increase the offer of Assistive Technology Integration.	Wider use of screen readers and text to speech. Utilising read aloud texts to support pupils with visual impairments or dyslexia. Wider use of voice to text input tools. Enable speech to text software on screen keyboards for students with motor difficulties.	IT Coordinator Inclusion Lead	Ongoing
To increase AAC (Augmentive and Alternative communication) opportunities across the school	Continue to use structured communication: Use visual, "now and next" boards, and symbol-supported routines for transitions and classroom activities Continue to use widget software to support a consistent approach to visuals across the school environment. Implement communication boards in playground areas, during lunchtime, and in free-play settings to facilitate turn-taking, commenting, and requesting Core vocabulary boards to be in place across the school environment (indoor and out) to encourage consistent, 24/7 communication access. Peers to support each other on using a peer's AAC device or a shared, simple communication board for group activities.	IT Coordinator Inclusion Lead	Ongoing
To ensure School communication of information is fully accessible to EAL stakeholders.	To ensure that updated website features translation tool for users. Google translate to be regularly used to translate communication in written and verbal school communication.	IT Coordinator All staff	Ongoing
To ensure school communication is fully accessible for a range of disabilities.	Text to speech tool to be available for written school communication. Adaptations to be made for VI stake holders (braille/enlarged text) Adaptive approach in place to support neurodiverse stake holders: support with form completion, specific language used, quieter space and adjusted times given for meetings.	IT Coordinator Inclusion Lead All staff	