

Ratified Dec 25

Review Dec 27

Version 5

St Mary and St John Catholic Primary School

Accessibility plan



'In the light of Jesus, we learn to shine.'

Reviewed and ratified on: December 2025

Signed (Chair of Governors) *Mrs. Whitney*

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Aims of St. Mary and St. John Catholic Primary School Access Plan

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- Our school has a strong commitment to equal opportunities and accessibility (see also Anti- Bullying Policy, Special Needs Policy, Relationships and Behaviour Policy, Health and Safety Policy, RE scheme, RSHE)
- As a school we aim to embed accessibility into everything we do in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.
- We aim to have a whole school approach to disability. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior management team reporting to the Governing Body.

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 works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Disabled pupils can attend all trips and residential. The school trains staff in medical needs (e.g. EpiPen, diabetes) and the school has systems in place for the administration of medicines and Health Care Plans. Our school has excellent arrangements to ensure that pupils transferring to High School are well supported on transition. This includes liaison visits to collate transition information, individual school visits for specific individuals and SENDCO liaison to share needs. Our designated high school operates an excellent transition programme which gives the Year 6 pupils the opportunity to visit the school for learning days. Individual Provision and Records of Intervention and Support are completed by the class teachers/teaching assistants and monitored closely by the SENDCO. They set out the differing levels of support and intervention provided for identified children with additional needs. These are formally reviewed termly and monitored closely from week to week by class teachers.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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](#) and the [Special Educational Needs and Disability Regulations 2014](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Ensure curriculum planning continues to identify differentiated opportunities.</p> <p>Continue to use Arbor to monitor progress of all pupils.</p> <p>To consult with pupils on a range of topics through the use of champion groups including school council, eco, and subject lead groups.</p>	<p>Planning trawls, book trawls</p> <p>Arbor Training, staff INSET provided, implement tool and monitor use.</p> <p>Action plan completed, termly meetings held, consultations shared with all pupils and staff.</p>	<p>Subject lead, SLT</p> <p>Pupil champion groups and subject leaders.</p>	<p>On-going</p> <p>Review December 2027</p>	<p>Planning and children's books demonstrate effective differentiation for all</p> <p>Arbor used effectively to monitor attainment and progress</p> <p>Pupil champion roles well embedded and effectively used to ensure curriculum meets the needs.</p>

4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities policy & SEND information report
- Policy for managing medicines in school
- Anti-bullying Policy
- Relationships and Behaviour Poli

