

# Accessibility plan

## St. Mark's Catholic Primary School



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| Updated by          | Michal Keller<br>Headteacher | Date: October 2024 |
| Approved by:        | FGB                          | Date: October 2024 |
| Next review due by: | October 2027                 |                    |

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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.

St Mark's Catholic Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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](#).

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 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.

| Aim                                                            | Current good practice<br><i>Include established practice and practice under development</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Objectives<br><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>Our school offers a differentiated inclusive curriculum and care for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Specialist staff are employed where required e.g. BSL and communication and language support staff, speech and language therapist.</p> <p>Liaise with specialist services e.g.</p> | <p>To ensure each child with a disability can access the curriculum as far as possible.</p> <p>To incorporate positive representations of people with disabilities throughout the curriculum.</p> | <p>Assess need with regard to each individual child. Plan for specific support, resources or adjustments with parents, SMT and any relevant agencies.</p> <p>Equality and Diversity training for all staff</p> <p>Staff training: Disability Awareness</p> <p>Audit curriculum resources for examples that include people with</p> | <p>SENDCo</p> <p>Business Manager</p> <p>SENDCo</p> <p>SENDCo<br/>With librarian</p> | <p>Ongoing</p> <p>Autumn term 2025</p> <p>Autumn 2025</p> <p>By Summer 2025</p> | <p>Each child with a disability will be able to access the curriculum as far as possible, and will be confident learners.</p> <p>Positive representations will be used throughout the curriculum and not limited to subjects such as PSHE.</p> |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                             |                                                                                                                              |                     |         |                                                                                                 |
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|                                                         | <p>SES</p> <p>Detailed medical care plans and EHCPs plus personal evacuation plans in place and reviewed regularly.</p> <p>SMSC curriculum included Disability awareness days, Deaf Awareness week</p> <p>English Reading Guided Reading Scheme includes diversity Units on Autism and ADHD.</p>                                                                                                                                                                  |                                                                                             | disabilities                                                                                                                 |                     |         |                                                                                                 |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Lifts</li> <li>• Corridor width</li> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Speakers to improve the acoustic environment where required (Soundfield).</li> <li>• Personal equipment such as the Roger Pen</li> </ul> | To ensure the environment is adapted as far as possible for the needs of individual pupils. | Assess need with regard to each individual child. Plan for specific adjustments with parents, SMT and any relevant agencies. | HT<br>SEND Governor | Ongoing | All reasonable adjustments will be made to the environment to meet individual children's needs. |

|                                                      |                                                                                                                                                                             |                                                                             |                                         |                 |         |  |
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| Improve the delivery of information to pupils with a | Our school uses a range of communication methods to ensure information is accessible when required. This may include: <ul style="list-style-type: none"> <li>BSL</li> </ul> | To ensure the delivery of information meets the needs of individual pupils. | To train all children and staff in BSL. | SENDCo/B SL LSA | Ongoing |  |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------|-----------------|---------|--|

|            |                                                                                                                                                                                                                                                                   |                                                                                                               |  |        |  |  |
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| disability | <ul style="list-style-type: none"> <li>Subtitles for videos</li> <li>Internal signage</li> <li>Large print resources</li> <li>Pictorial or symbolic representations</li> </ul> <p>We work in partnership to aide smooth transition to new settings/next phase</p> | To ensure parents and pupils are involved with decision making information and have access to the local offer |  | SENDCo |  |  |
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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 SEND Governor

## **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 (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

| Feature           | Description                                                                                                                                                                                                                | Actions to be taken                                                                              | Person responsible            | Date to complete actions by              |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------|
| Number of Storeys | Steps up to Year 1 and 2<br>Steps at 1 and 2 are not suitable for lifts, but there are alternative entrances via Reception.<br>Steps down to Years 3,4,5 and 6<br>Lift at 5 and 6 ensures access to all classrooms in KS2. | Ensure lifts are checked regularly.                                                              | Caretaker                     | Ongoing.<br>Check lifts every half term. |
| Corridor access   | All corridors are 1.2m+ in KS1 and KS2 except: science corridor. Access would be required to music room.                                                                                                                   | Assess wheelchair accessibility of science corridor.                                             | SENDCo / HT                   | Ongoing.                                 |
| Lifts             | From lobby to main hall.<br>From main hall to KS1.                                                                                                                                                                         | Ensure lifts are checked regularly.                                                              | Caretaker<br>Business Manager | Ongoing.<br>Check lifts every half term. |
| Parking bays      | One parking bay in school car park                                                                                                                                                                                         | Ensure only blue badge holders park in the space<br>Replace the sign which has been knocked down | HT Caretaker                  | Ongoing                                  |



|                  |                                                                      |                                                                                               |                          |                                                |
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| Entrances        | All accessible.                                                      | Check all entrances are accessible and kept clear of obstruction.<br>Health and Safety walks. | Safeguarding Governor HT | Ongoing Health and Safety Walks each half term |
| Ramps            | From KS1 playground to KS2.<br>Access to KS2 playground through KS1. |                                                                                               |                          |                                                |
| Toilets          | Disabled toilet in lobby area.                                       | Improve 'accessible toilet signage'                                                           | Business Manager         | Ongoing                                        |
| Reception area   | Accessibility into reception and through reception is good.          |                                                                                               |                          |                                                |
| Internal signage | Fire Exit signs are clearly displayed.                               |                                                                                               |                          |                                                |

|                         |                                                                               |                                                                                                                                                     |                                       |                                                                                                                                                           |
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| Emergency escape routes | 5 emergency exits from KS1<br>7 emergency exits from KS2<br>1 exit from lobby | Check all fire escapes are accessible and kept clear of obstruction.<br><br>Children with disabilities require personal emergency evacuation plans. | SENDCo HT<br>Safeguarding<br>Governor | PEEPs and evacuation procedures/risk assessments to be carried out in September each year and as required.<br>Smart Log used to record inspections/checks |
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