

Accessibility Plan

St. Mary's Catholic Primary School, Wednesbury



Approved by: LGB

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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 and delivery of accessible information to disabled pupils

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

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

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:

- Sandwell Local Governing Committee
- Sandwell Metropolitan Borough Council
- Dudley Metropolitan Borough Council
- Archdiocese of Birmingham

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

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>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Know how well people with disabilities are represented currently in materials used by the pupils</p> <p>Ensure newly purchased curriculum resources include examples of people with disabilities including PSHE & Collective Worship</p> <p>Establish a more clearly defined and comprehensive provision map detailing individual targets and interventions to meet the needs of SEND pupils.</p>	<p>Audit existing reading and other curriculum materials to ascertain how well people with disabilities are represented</p> <p>Ensure that resources are inspected prior to purchase</p> <p>Select resources which reflect diversity in the community</p> <p>Continue using EduKEY provision map</p>	<p>Subject leads</p> <p>Subject leads</p> <p>Class teachers</p> <p>Inclusion Manager</p>	<p>July 2025</p> <p>July 2025</p> <p>July 2025</p> <p>March 2025</p>	<p>People with disabilities are clearly represented in school</p> <p>Pupils work and displays around the school</p> <p>Provision map is up to date and informs school improvement planning processes</p> <p>Clear view of intervention costs, impact and value for money</p>

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
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"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Improve access to mobile classroom for disabled users</p> <p>Improve access to a toilet and changing facilities for all staff and disabled users</p>	<p>Consider options to improve access (ramps)</p> <p>Consider a second accessible toilet in the main school</p> <p>Install a changing table in the EYFS environment</p>	<p>Estates Manager</p> <p>Estates Manager</p> <p>Estates Manager</p>	<p>2025</p> <p>2022</p> <p>2025</p>	<p>Disabled users have access to the mobile class room</p> <p>All disabled people who enter the school have access to accessible toileting facilities</p> <p>EYFS children can be changed in a safe manner whilst compliant with Manual Handling regulations</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Braille • Induction loops 	To be mindful of the support needs of individual children and make necessary adaptations as reasonably practicable	To be discussed as and when the need arises	Inclusion manager and all school staff	Ongoing	Ensure children have full access to the curriculum in accordance with the Equality Act 2010

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 CSEL, School Principal and Directors.

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	Ground floor only	None		
Corridor access	Wide corridors	Although we have wide corridors we need to be mindful of items being left on the floor or lockers doors being left open which could hinder movement through the school by a wheel chair user	Principal	Ongoing
Lifts	None	None		
Parking bays	1no parking bay, close to school entrance	None		
Entrances	Three entrances in order to access the school all with level access	None		
Ramps	The main school building is built at ground level with easy access. Mobile classroom has steps to access	To review the option of installing ramps as reasonably practicable.	Estates Manager	2025

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Toilets	<p>Multiple toileting facilities across the school, all at ground level</p> <p>DDA Toilet is located in EYFS area, which is not ideal for use by disabled visitors</p> <p>There is no changing table within the school</p>	<p>Consider the addition of a new DDA Toilet facility closer to the main entrance - this will allow all disabled users who visit or who attend school to be able to access a toilet.</p> <p>Install a new changing table</p>	<p>Estates Manager</p> <p>Estates Manager</p>	<p>2025</p> <p>2025</p>
Reception area	Entrance to reception is via a double set of doors which are electronically operated for safeguarding and security purposes	The school is to offer assistance accessing through the doors when disabled visitors wish to enter the school	The school	Ongoing
Internal signage		No action required		
Emergency escape routes	All escape routes are signed and illuminated see recent FRA	Improve signage and illumination as per the FRA which will then comply with regulations	Estates Manager	Ongoing
Evacuation Chairs	The school is on the ground floor - as such there is no need for an Evac chair	No action required		