St. Mary's Catholic Primary School Accessibility Plan 2026-2027

Growing together in knowledge, faith and love

"We plant the seeds that one day will grow.

We water seeds already planted,

Knowing that they hold future promise.

We are prophets of a future not our own."

(Archbishop Oscar Romero)

Accessibility Plan 2026-27

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Staff have high aspirations and expectations for pupils with SEND and receive regular training to improve their practice. Pupils with SEND are encouraged and included in, a variety of musical, sporting and physical activities. Families, school staff and the SENDCO work together to plan access to the general curriculum and extra-curicular activities, including the use of additional support staff and equipment as required. Support for SEND pupils follows the graduated approach within the Assess, Plan, Do, Review cycle. Progress is measured and tracked regularly and support/interventions amended in response to this. Pupils with SEND have access to the appropriate information technology, trained teaching assistants and auxiliary aids.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

The building and surrounding grounds have been adapted to ensure that the majority of areas are physically accessible for those with disabilities, including the installation of internal and external ramps. There are accessible toilets and changing facilities for both adults and pupils with disabilities, which are located within easy reach on the school grounds. Classrooms are uncluttered and have easy access for those with disabilities, including wide corridors. There is a dedicated Nurture Room and quiet areas for access by all pupils.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

The school's website contains extensive information for parents and families of those with SEND. The SEND Information, Advice and Support Service is promoted, as are all local support and parenting groups. All meetings are held within a time frame convenient to families and paperwork is provided to them in their own language or with an interpreter present.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
The school's accessibility plan and action plan is updated regularly	Update accessibility plan and publish on school website.	Headteacher and SENDCo	ST	annually (for September)	
Accessibility Plan to be written with pupils and parents.	Update accessibility plan to include views of parents.	Headteacher, SENDCo	ST	annually	Questionnaire prepared and shared with parents for contributions/ suggestions
All staff aware of the Equality Act 2010	Share the Equality Act 2010 with all staff (G Drive and display summary fact sheet in staffroom)	Headteacher, SENDCo	ST	annually	
Pupils are involved in the recruitment of teaching assistants and other school staff	Ensure a wider range of pupils are involved in the recruitment of staff, including those with SEND.	Headteacher & Governing Body	MT	As required	

Access to the physical environment					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Emergency and evacuation systems are accessible to all.	Investigate emergency systems for those with hearing loss. Peep for pupils as required	Headteacher & Governing Body	LT	as required	Currently, there are no pupils or staff with complete hearing loss. No child requires PEEP
Classroom partitions are installed to ensure access for pupils with sensory difficulties.	Investigate partitions for classrooms and open areas eg. Library, Corridors.	Headteacher & Governing Body	LT	reviewed annually	We currently have 1 pupil with a high sensory processing need
Emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	Alarms to have both visual and auditory components	Headteacher & Governing Body	LT	As required	Currently, there are no pupils or staff with complete sight or hearing loss
All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	• Create all appropriate internal and external school signs in picture form • Purchase all appropriate school signs in Braille. • Visuals training	SENDCO	ST	As required	Currently, there are no pupils or staff with complete visual impairment. Updated training for communication, with focus on visuals
Availability of calm, quiet sensory areas.	Purchase equipment and furniture to create a calm, quiet area. Restore outside sensory garden	Headteacher & Governing Body, SENDCo	MT	Sept 2023	AIP set up for SEMH and CL use. Contacted County with pricing for setting up a sensory room.

Access to areas of the school and school grounds are available for all pupils	• Ramps and wide walkways to link areas of the school and school grounds • Handrails available for areas linked by steps	Headteacher and site manager	ST	as required	Currently there are no pupils who require wheelchair access.
Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Accessible signage is used, throughout the setting's environment, at all activities and events.	Create or purchase all appropriate school signs in Braille and picture form, for events such as PTA and sports events.	SENDCO	MT	as required	Currently, there are no pupils or staff who require this

Access to the curriculum					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Class teachers and PE staff know how to include pupils with disabilities in PE.	PE lead and SENDCo to advise teachers how to plan PE opportunities for all levels of need	Headteacher & PE coordinator, SENDCo	MT	as required	individual risk assessments for swimming completed by the class teacher for children at SEN support
All pupils can access the curriculum.	• Modified curriculum for pupils who require it. • Provision maps for pupils on SEN support	Class teachers	ST	ongoing	
All pupils are facilitated to maximise their learning potential: Attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)	• Procedures to identify pupils with SEND are becoming more robust • Barriers to learning are identified and provision to minimise these barriers is put in place. • Graduated response embedded to support pupils on SEN support • Attainment and progress tracking	SENDCo	ST	termly	Termly PP meetings - CT and SENDCo Termly meetings SENDCo and SEND governor Termly PM reviews - CT and parents Annual EHC reviews - SENDCo and parents with CT input
All additional adults, including teaching assistant to build positive relationships, support flexibly and facilitating independent learning.	All additional adults to be trained how to facilitate independence with all groups of learners. Visuals training to support developing independence	Teachers and SENDCo	MT	on going	All teachers to manage support staff effectively sharing planning and provision mapping SENDCo arrange training to meet needs of the school

Access to information advice and guidance					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Information is available in a variety of languages.	Create all appropriate letters, documents and advice in the required languages. Provide interpreters if requested	Headteacher & SENDCO	LT	as required	Languages currently Polish, Lithuanian, Bengali, Tamil
Information is available in a variety of formats, including easy read, large print, symbols and audio, if needed.	Create all appropriate letters, documents and advice in the required formats.	Headteacher & SENDCO	LT	as required	current languages requested: none
Promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters www.cornwallsendiass.org.uk	To promote termly on class dojo	SENDCo	MT	termly	posted on dojo termly new information leaflet display