



St Mary's R.C. Primary School

Accessibility Plan September 2025 – July 2028

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

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Intent:

St Mary's RC Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experiences.

At St Mary's Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities and experiences so that each child achieves to the best of their ability.

At St Mary's we foster a culture of inclusivity, whereby every member is important and included. We promote an ethos of care, where every member feels that they belong and are valued. We recognise the uniqueness of each individual. We recognise the learning in all its forms and adapt it in ways to meet the needs of all children.

Legal Framework:

This Plan has due regard to all relevant legislations and statutory guidance including, but not limited to the following documents:

- United Nations Convention of the Rights of the Child
- United Nations Convention on the Rights and Persons with Disabilities
- Human Rights Act 1998
- The Special Needs and Disabilities Regulations 2014
- Education and Inspections Act 2006
- Equalities Act 2010
- The Education Act 1996
- The Children's and Families Act 2014

This Plan operates in conjunction with the following school policies:

- Single Equality and Community Cohesion Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Behaviour Policy
- EYFS Policy
- SMSC Policy
- Medical Conditions Policy

- Health and Safety Policy

Definition of Disability:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

To fall within the act, a person must be substantially affected by their disability in one or more of the following capacities: Mobility, Physical co-ordination, Manual dexterity, Continence, Ability to lift, carry to otherwise move everyday objects, speech, hearing, eyesight, memory or ability to learn, concentration or understanding, perception of risk or physical danger.

'Substantial' – means more than minor or trivial

'long term' – means 12 months or more

Contextual Information:

St Mary's RC Primary School is a single-story building, all on one level, with no internal ramps or steps. The whole of the school building is assessable for wheelchair users. There is wheelchair access to the main playgrounds and school field.

We have ramped access from the Whitelees Road Entrance down into the playground. There is also a pedestrian gate near the car park gates, which is flat and wheelchair accessible. There is also access from the church car park at the back of the school.

We have a disabled parking space in front of the school building, with a dropped kerb for access to the school reception area.

We have disabled changing facility with a height adjustable changing bed.

We have a sensory room, sensory space and dark den for children with sensory difficulties.

The school has children with a range of special educational needs and disabilities, which include Autism, ADHD, visual/hearing impairments and other more specific disabilities and medical needs.

We have a good working relationship with a number of outside agencies such as RANS, Occupational Health, The School Nurse and Educational Psychologists. We also support applications to SPOA, CAMNS, CAONS and Speech and Language.

At St Mary's we have a Family Worker, employed for two days a week, who supports families in different ways.

Accessibility Plan for the years 2025-2028

Equality and Inclusion

<u>Objectives</u>	<u>Strategies</u>	<u>Outcomes</u>	<u>Timescale</u>
To improve staff awareness of disability issues	Review staff training needs Provide training for staff as appropriate.	Adhering to legislation Ensuring staff are fully up to date with all training requirements	On going
To ensure all policies consider the implications of disability access	Consider during policy updates	Reflecting current legislation.	On going
To ensure the accessibility plan is monitored and reviewed annually	SLT to discuss plan updates annually and make amendment when necessary	Accessibly plan is up to date and fit for purpose.	On going

Physical Environment

<u>Objectives</u>	<u>Strategies</u>	<u>Outcomes</u>	<u>Timescale</u>
To ensure the building and school grounds are accessible for all adults and children and that the upkeep/maintenance takes account of accessibility requirements.	If building works take place – complete accessibility audit Consider the colour and layout of building and furniture	Any school upgrades and any school maintenance meet the recommended requirements.	On going

Curriculum and Planning

<u>Objectives</u>	<u>Strategies</u>	<u>Outcomes</u>	<u>Timescale</u>
To continue to support staff to enable them to meet the needs of children with a range of SEND.	SLT/SENDCOs to review the needs of children and provide training for staff as and when required. Teachers to plan differentiated work if and when required	Staff are able to plan a curriculum accessible for all.	On going
To ensure that all children are able to access, as far as it is safe to do so, all out of school activities (clubs, trips etc)	Review of out of school provisions to ensure compliance with legislation. To be completed on an individual basis.	All providers of out of school educational activities which comply with legislation to ensure that the needs of all children are met.	On going

To provide specialist equipment to promote participation in all learning environments by all pupils.	Through accessing the needs of children in each class and provide equipment as and when needed.	Children to be independent learners, with adjustments made to support this.	On going
To meet the needs of individual children during assessments.	Children will be accessed in accordance with their regular classroom practise.	Barriers to learning will be reduced and removed, enabling all children to achieve to their true potential.	On going

Communications

<u>Objectives</u>	<u>Strategies</u>	<u>Outcomes</u>	<u>Timescale</u>
To ensure that all members of the school community can access information	Written information will be provided in alternative forms as necessary and as requested	Written information will be provided in alternative formats as necessary.	As needed
To ensure that parents who are unable to attend school, due to disability, can access parents evening.	Staff to hold parents evening and SEND meeting by phone when requested or/and send home written information	Parents are informed and updated on their child's progress.	Termly

Monitored – Yearly

Next full update – July 2028