St Mary's Catholic Academy
Accessibility Plan 2025-27

1. Introduction

St Mary's Primary School, as part of the Our Lady of Lourdes Catholic Multi Academy Trust, is committed to providing an inclusive and welcoming environment for all pupils, staff, parents, and visitors. We recognise our duty to ensure equality of opportunity and to make reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND), in line with:

- The **Equality Act 2010**
- The **Children and Families Act 2014**
- The **SEND Code of Practice (2015)**

This Accessibility Plan sets out how the school will:

1. Increase access to the curriculum for pupils with SEND.
2. Improve the physical environment of the school to enable better access.
3. Improve the delivery of written information to pupils, parents, and the wider community.

2. Aims and Values

At St Mary's, we are guided by our Catholic ethos and the Trust's mission to nurture every child's God-given potential. We aim to:

- Remove barriers to learning and participation.
- Foster independence, resilience, and confidence for all pupils.
- Promote equality, dignity, and respect across the school community.
- Work in partnership with families, professionals, and the wider Trust to secure the best outcomes for pupils with SEND.

3. Roles and Responsibilities

- **The Local Governing Body**: Ensures the Accessibility Plan is implemented, monitored, and reviewed.
- **The Headteacher**: Leads the implementation of accessibility planning and ensures staff are aware of responsibilities.
- **The SENCO**: Coordinates provision for pupils with SEND, oversees adjustments, and supports staff training.
- **All Staff**: Deliver high-quality teaching that meets the needs of all learners and implement reasonable adjustments.
- **The Trust**: Provides strategic oversight and support to ensure accessibility across all schools within the MAT.

4. Accessibility Plan

A. Access to the Curriculum
Objective: To ensure all pupils have full access to a broad, balanced, and engaging curriculum.
Actions:

- Provide differentiated planning and resources to meet individual needs.
- Seek to improve access to assistive technologies (e.g., laptops, reading pens, spell checkers).
- Deliver regular staff training on SEND strategies, including dyslexia, autism, ADHD, and speech & language needs.
- Use Individual Education Plans (IEPs) and personalised learning targets.

- Strengthen links with external agencies for specialist advice and support.

Success Criteria: Increased pupil progress and engagement; positive feedback from parents, pupils, and staff.

B. Physical Environment

Objective: To ensure the school site is accessible, safe, and welcoming for pupils, staff, and visitors with disabilities.

Actions:
- Conduct an annual accessibility audit of the school site.
- Ensure classrooms and corridors are free from unnecessary barriers.
- Provide clear signage, visual supports, and accessible toilet facilities.
- Review furniture layouts to ensure accessibility for pupils with mobility needs.
- Consider future building projects with accessibility at the forefront

Success Criteria: Pupils, staff, and visitors can move around the school independently and safely.

C. Delivery of Information

Objective: To ensure information is accessible to all, including parents and pupils with SEND.

Actions:
- Provide written information in alternative formats upon request (e.g., large print, braille, translated versions).
- Use visual timetables and pictorial communication systems for pupils with additional needs.
- Improve website accessibility.
- Communicate with parents in multiple ways (letters, text messages, emails, verbal updates).

Success Criteria: Families and pupils report improved access to school information.

5. Monitoring and Review

- The Accessibility Plan will be reviewed every **three years** (or sooner if required).
- Progress will be reported annually to the Local Governing Body.
- Feedback from parents, pupils, and staff will be used to refine and strengthen practice.

6. Publication

This Accessibility Policy and Plan is available:
- On the school website.
- From the school office on request.
- In alternative formats where needed.

✦ **Review Cycle**: Every 3 years
✦ **Next Review Due**: July 2028
✦ **Approved by**: Local Governing Body of St Mary's Primary School

St Mary's Primary School

Accessibility Action Plan

Area of Focus	Objective	Actions	Responsibility	Time-scale	Success Criteria
Curriculum Access	Ensure all pupils, including those with SEND, can fully access learning.	- Provide differentiated planning and resources. - Embed adaptive teaching strategies. - Staff training on autism, ADHD, dyslexia, speech & language needs. - Introduce and monitor Individual Education Plans (IEPs).	SENCO, Class Teachers, Headteacher	Ongoing (review annually)	Pupils with SEND make expected or better progress; lesson observations show inclusive practice.
Use of Technology	Seek to improve access to assistive technologies for pupils with additional needs.	- Audit current resources. - Seek to provide assistive technologies where required e.g. reading pens, laptops, tablets, spell checkers - Train staff and pupils in effective use as required	SENCO, ICT Lead	Ongoing, as required	Pupils confidently use technology to support independence in learning.
Physical Environment	Improve accessibility across the school site.	- Annual site audit. - Ensure corridors and classrooms are clutter-free. - Review classroom layouts to accommodate mobility needs. - Install additional	Headteacher, Site Manager, Governors	Audit annually; improvements as needed	School site is accessible and safe for all users; positive feedback from visitors and pupils.

Area of Focus	Objective	Actions	Responsibility	Time-scale	Success Criteria
		handrails, ramps, or improved signage if required.			
Outdoor Spaces	Ensure playground and outdoor areas are inclusive.	- Provide accessible play equipment. - Create quiet spaces for pupils with sensory needs.	Headteacher, SENCO, Site Manager	Year 1 and ongoing	All pupils can safely access and enjoy outdoor spaces.
Communication & Information	Ensure information is accessible for all parents and pupils.	- Seek to provide interpreters when required - Improve website accessibility features. - Use visual timetables and symbols for pupils with additional needs.	SENCO, Admin Team, Headteacher	Year 1 and ongoing	Families report improved access to information; pupils use visual aids confidently.
Staff Development	Build staff expertise in meeting SEND needs.	- Regular CPD on SEND and accessibility. - Share good practice across the Trust. - Provide induction training for new staff on inclusive approaches.	SENCO, Headteacher, Trust SEND Lead	Ongoing (review annually)	Staff confidence increases; monitoring shows inclusive strategies embedded across classrooms.
Pupil Voice and Parent/ Carer Partnerships	Strengthen support through collaboration with families and external agencies.	- Hold regular SEND parent forums. - Introduce Pupil Voice surveys with visual scales as required - Work with NHS and LA specialists (e.g., Speech & Language, OT).	SENCO, Headteacher	Ongoing	Parents feel engaged and supported; external agency recommendations implemented effectively.

Area of Focus	Objective	Actions	Responsibility	Time-scale	Success Criteria
		- Ensure timely referrals.			