



Accessibility Plan

September 2026

"To welcome this little child in my name is to welcome me; and to welcome me is to welcome him who sent me."
Luke 9:48

Aims

Schools are required under the Equality Act 2010, schedule 10, paragraph 3 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 of accessible information to disabled pupils.

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

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Our school is also committed to ensuring staff are trained inequality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. In particular, we follow all relevant policies and procedures agreed by the Kent Catholic Schools Partnership, the Academy Trust to which we belong. Please visit: www.kcsp.org.uk for more details.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored by the Head Teacher and Governing Body. It will be reviewed no later than two years from September 2028, earlier if central guidelines are amended.

Links with other policies

The accessibility plan is linked to the following policies:

- KCSP Health & Safety Policy
- KCSP Equality Policy
- KCSP Equality Objectives
- SEN & Disability Policy
- KCSP Supporting Pupils with Medical Conditions Policy

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 they have a physical or mental impairment that has a substantial and long term effect on their 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 or 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.

Action Plan

This action plan sets out the aims of accessibility plan in accordance with the Equality Act 2010.

St Mary's Catholic Primary School is committed to being inclusive based on respect for and a celebration of diversity. Within its Catholic ethos the school strives to prepare all pupils for living in a multi-faceted society and contribute positively to it. It seeks to promote equality of opportunity irrespective of race, disability, gender, religion or belief, sexual orientation or age in all dimensions of the school's life and community.

All classrooms have a visual timetable to minimise stress and anxiety for all pupils and to support preparing them for the days learning. Information can be modified in many ways, this list is not exhaustive: use of larger font sizes, coloured paper, coloured white board background, coloured overlay sheets.

Information provided verbally and visually in repeated small pieces, sensory exercises and learning breaks, use of an adult to scribe and the use of an adult to scribe and the use of alternative recording techniques.

Assemblies are modified by alternative seating being available for pupils with any sensory issues, use of sound cancelling headphones, an alternative space as well as an appropriate level of adult support.

Physical Accessibility

We aim to reduce and remove barriers to enable all members of our school community to access the building

Current Good Practice	Objectives	Actions/Monitoring	Success Criteria	Review
The school site is accessible to all visitors, ramps are installed where required, corridors are clutter free and will allow for wheelchair access. The environment is adapted to the needs of all pupils: • Ramp • Corridor width • Hall lift • Disabled toilets • Handrails • Lighting • Colour schemes	To further improve and maintain access to the physical environment.	Procedures to ask visitors prior to their visit if they may have any access requirements that the site management need to be aware of. Signage should be included to provide clear and easily identifiable navigation around the premises. SLT to review and evaluate any building works required. HT and H&S Group to regularly review and monitor accessibility around the school. Ensure all pupils and adults can evacuate the building safely by creating a PEEP for any child or adult who may need additional support when evacuating the building in an emergency.	Good access around the school site for all pupils, staff and parents. All pupils and adults will be able to evacuate the building in the event of an emergency. There will be a plan written and shared with all stakeholders that details how the pupil is supported to leave the building in case of an emergency.	Ongoing
Disabled toilets are located by the front door and along the classroom corridor.	To further improve and maintain disabled toilets.	Disabled toilets are kept clear to ensure that there is enough transfer space available. Cord alarms are coloured red, with two red triangular bangles and accessible for all users from floor level. Taps with minimal pressure to use and are available in all disabled, classroom and general toilets.	Toileting facilities are available and accessible to all disabled users.	Ongoing

Maintain safe access around the interior of the school building.	To ensure safe access passages within the school building.	The layout of learning spaces is designed with users in mind, furniture is positioned to allow easy access for pupils and staff with disabilities. Any hazards identified with yellow markings. Ensure corridors and floor spaces are kept clear for movement around the building.	People with disabilities are able to move safely around the interior of school.	Ongoing
Improvements to the playground enables disabled pupils to take better advantage of educational opportunities.	To ensure outdoor learning spaces are accessible to all pupils.	The playground includes several accessible ground levels with visual and sensory play opportunities. Provide seating.	Pupils with disabilities can access play equipment which will enhance educational opportunities.	Ongoing
The school environment follows the principles of communication friendly environment, with displays being purposeful and accessible. Classrooms and intervention rooms are set out with the needs of the child accessing them in mind.	Improvements to be made to support visually impaired and hearing impaired children and adults.	Handrails installed where required to aid visually impaired students.	People with visual and hearing impairments will be able to access the building.	When required.
Curriculum Accessibility We aim to reduce and eliminate barriers to enable access for all learners to the curriculum where possible.				
Current Good Practice	Objectives	Actions/Monitoring	Success Criteria	Review
A scaffolded and adapted curriculum for all pupils using resources tailored to the	Ensure all pupils with disabilities have appropriate support to access the	To further develop the accessibility of the curriculum for all learners to ensure progress is made towards positive outcomes.	Staff are confident and knowledgeable to support children with a variety of additional	Ongoing Termly pupil progress meetings

needs of the pupils. Pupil progress is tracked for all, including those with a disability. Targets are set effectively and appropriately for pupils with additional needs. Curriculum is reviewed to ensure it meets the needs of all the pupils. Provision plans are put in place when required.	curriculum. Adaptations to the curriculum will be made to meet the needs of the individual learners.	Teachers receive training around the Mainstream Core Standards, the strategies of which are used within personalised plans. Personalised plans identify strategies and adaptations needed to meet the needs of individual learners. Communication friendly environments training delivered to all teachers.	needs. All learners will be able to access the curriculum and make positive progress towards their outcomes.	
PE Curriculum is designed with the inclusion of all pupils in mind. Children will have access to sensory tools. School also provides fidget cushions. Ear defenders, chair bands, work stations, coloured paper/overlays, pencil grips etc, this list is not exhaustive and school will seek advice where necessary.	Ensure staff have access to training for increasing access to the curriculum for all learners. Ensure school resources are used effectively to increase access to the curriculum.	Training available from specialist teaching services. Support and guidance from health professionals such as SALT, physios, OT, School Nurse Team etc. When new training is required, identified by SLT, they will organise additional training from professionals. Ensure specialist equipment is maintained and fit for purpose.	Staff will be confident in ensuring that all learners have increased access to the curriculum. Learning delivered will be inclusive for all to access which will support a positive outcome for the children.	Ongoing Termly pupil progress meetings

Information Sharing to those with Disabilities

We aim to ensure that all information is shared appropriately within our school community

Current Good Practice	Objectives	Actions/Monitoring	Success criteria	Review
Schools share information regarding children with their parent/carers three times a year.	To ensure availability of information for all members of our school community.	Support parents/carers with downloading/setting up apps where necessary. Availability of hard copies of letters for	All pupils with have equal access to information and extracurricular activities.	Ongoing

School and parents/carers have access to emails, Dojo and letters. School operates an 'open door' policy where all teaching staff are able to discuss concerns with carers and outside agencies. At least one member of SLT team will be monitoring the gate before and after school, so parent/carers can approach staff to discuss concerns. Where appropriate, outside agencies will be invited in to meet with staff and parents.	To improve the delivery of information to children with a disability.	those unable to access the internet. Information to be shared verbally. School to seek use of a translator if required. The use of visuals to support learners within the school. Consistent use of visuals across the school.	Improve communications with all members of the school community.	
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