



ACCESSIBILITY POLICY

Reviewed: November 2024

Next Review Date: November 2025

Headteacher: Mr Martin Gray

SENDCo: Miss Jessica Donaldson

School Business Manager: Mrs. Helen McCall

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 of accessible information to disabled pupils

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

'Let my Lifesong sing to You'– St Matthew's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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.

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's approach: Our school offers an ambitious and highly adapted 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>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Medium term: Review the current curriculum to check that all aspects of the curriculum can be accessed by all pupils.</p> <p>To maintain training for staff to ensure pupils with a disability can access an appropriately differentiated curriculum.</p>	<p>Engage with external agencies e.g. Occ Therapy to ascertain best practice and requisite support for pupils with physical disability.</p> <p>Via assessment data and engagement (including assertive mentoring forms) check that all pupils are achieving their full potential, regardless of their disability.</p> <p>Train staff in areas of specialist need, e.g attachment, Speech and Language.</p>	HT / SENDCo	Regularly checked and updated accordingly.	Our school's curriculum can be accessed by all children including all those with a recognised disability. This ensures that all pupils achieve their full potential.
Improve and maintain access to the physical environment	<p>Our school's approach: The environment is adapted to the needs of pupils as required.</p> <p>This includes ramps, corridor width, disabled parking bays, disabled toilets and changing facilities and library shelves at wheelchair-accessible height.</p>	Fire exits from all rooms should include ramps and not just steps from classes	Work with estates management BWCET to look at options to implement ramps at all fire exit points.	HT / SLT	April 2025	Fire exits are accessible to all pupils including those with disabilities.
Improve the delivery of information to pupils with a disability	<p>Our school's approach: Our school uses a range of communication methods to ensure information is accessible. This includes large print resources and pictorial or symbolic representations.</p>	To ensure that all pupils have the communication tools that will help them access essential information. This may include pupils with sight and hearing issues. Also pupils with processing difficulties.	<p>Review that current pupils with sight/hearing issues have the resources required to aid communication.</p> <p>Develop practice around dual coding to support pupils with processing barriers.</p>	HT / SENDCo	With each SEND review.	<p>All pupils are enabled to know and remember more by being supported with dual coding strategies.</p> <p>If required we can implement signage, braille and induction loops.</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey with ramps leading out of the main front door and back of the building onto the school playground.	Ongoing monitoring of the condition of steps around school building, ensuring that edges are clearly marked in a contrasting colour.	Headteacher	Ongoing
Corridor access	These are wide enough for wheel chair access although some doorways will require support to access for children in wheelchairs.	Regular reminders to children and staff regarding organisation of corridors and keeping them clear of debris	Headteacher	Ongoing
Lifts	N/A	N/A	N/A	N/A
Parking bays	Two disabled spaces are available in the car park.	Regular monitoring of lines in parking bays with maintenance as and when required.	Headteacher	Ongoing
Entrances	All buildings can be accessed via a flat entrance way or ramps.	Ensure access to school remains clear.	Headteacher/ Trust Estates Team	Ongoing
Ramps	Ramps are in place at the main office door, at the external door leading into the hall, Class 5 fire exit door, Class 4 fire exit door, yard exit at the rear of school and the Reception classroom	Maintain ramps and ensure clear access at all times.	Headteacher	Ongoing
Toilets	One disabled toilet is located near the main school office	Maintain access and provision of disabled toilet area.	Headteacher	Ongoing
Reception/School Office area	The reception area is spacious and doors wide enough for disabled access.	Monitor access to reception and waiting area, ensure debris is not left which would restrict access.	Office Staff	Ongoing
Internal signage	All signs are clear.	Check signage regularly and ensure there are no obstructions.	Health and Safety Governor	Ongoing
Emergency escape routes	Main school building – ramp exit (front and rear of school). School Hall - level ground exit Nursery – level ground exit. Reception – level ground exit Year 6 – level ground exit (through yard door) Year 2 - step exit. Year 1 – two step exit Year 3/4 - ramp exit Year 4/5 – ramp exit.	Investigate whether Y1 and Y2 can have ramp access. If not achievable, ensure individual plans are in place as required.	Headteacher	Academic year 2023/24