

English Martyrs' Catholic Primary School



**Accessibility Plan
2022-2026**

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Accessibility Plan

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Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

1. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. English Martyrs' 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.

3. English Martyrs' Catholic Primary School Accessibility Plan shows how access will 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 Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or schools visits
- it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility

plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

6. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

7. The Accessibility Plan will be published on the school website.

8. The Accessibility Plan will be monitored through the Governor Curriculum, Finance and Premises Committee.

9. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

10. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

AUDIT OF CURRENT PROVISION

1. Provision for Pupils with Physical Disabilities

Physical Access

- Ramped entrance/exit from school gate provides access to Foundation Stage Unit and/or KS1 entrance and/or school main entrance, admin area, staff room and staff toilet facilities.
- Ramped entrance to Foundation Stage Unit allows access to Nursery, Reception, Year 1 and Year 2 classrooms, hall and dining hall.
- Handrails are provided in Foundation Stage toilets.
- Handrails are provided from the school gate to entrance to the Foundation Stage Unit.
- Access ramps to KS2 entrance and toilet facilities in KS2.
- Provide disabled car parking.

Staff Training

- All teaching staff have received basic inclusion training.
- School staff attend PE courses to provide for physically disabled pupils.
- AOT training.

Curriculum

- PE activities adapted/differentiated to meet individual needs using scheme of work from above mentioned course.
- Access to after school multi-skills club is provided - additional Teaching Assistant support and differentiated activities.
- Access to Breakfast Club - additional support from agency professionals.
- Access to learning beyond the classroom (Residential trip to Derwent Hill, educational visits).

Information for Pupils

- School Website provides an outline of provision and accessibility.
- Diaries for appointments - record of appointments.
- School Prospectus.

2. Provision for Pupils on the Autistic Spectrum

Physical Access

- Small, quiet area is available within school for small group/individual teaching.
- Multi-agency support for pupils/parents (Autistic Outreach Team).

Staff Training

- Early Bird training attended by Teaching staff.
- All staff trained in use of visual aids.
- Autistic awareness training for all staff.

Curriculum

- Flexible introduction arrangements appropriate to individual needs.
- Multi-agency support to provide appropriate curriculum - Autistic Outreach Team.

- Parent partnership to inform/support school assessments.
- ICT offers access to a broad curriculum.
- Differentiated curriculum in place particularly in relation to social skills, social behaviour and social use of language linked to appropriate national curriculum and literacy/numeracy
- Identification systems in place for referral to support services
- School policies address issues for inclusion
- There is access to small group facilities if required and quiet/withdrawal areas

Information for Pupils

- Use of structured home/school diary.
- Pupils have shared access to a designated adult.
- Booklets, parents' information from Autistic Outreach Team.
- Preparation for all transition/changes/new staff.

3. Provision for Pupils with Language and Communication Difficulties

Physical Access

- Systems in place for referral to SALT - partnership between SENCO/Parents/Speech & Language Team.
- Opportunities to develop skills through social conversation - Breakfast Club, After School Clubs.

Staff Training

- All staff are committed to adaptive and flexible teaching for pupils with communication difficulties
- Teaching Assistants attended training - for interventions.

Curriculum

- Support for pupils - EAL.
- Differentiated curriculum using a range of strategies.
- Classroom management allows for appropriate seating positions
- Access to individual/group withdrawal when necessary.
- Liaison with Visual Impaired and Hearing Impaired Services.
- Non-contact time available for teacher to talk to specialist staff when necessary

4. Provision for Pupils with Sensory Difficulties - Hearing Impairment/Visual Impairment

Physical Access

- Appropriate building materials used - entrance to school and Foundation Stage Unit, tactile paving.

Staff Training

- SENCO training - workshops re: Visual/Hearing.
- Partnership with health professionals - follow advice.
- Hearing Impaired Support Teacher - staff training/support.

Curriculum

- Provision of appropriate learning environment and learning & teaching strategies.

5. Provision for Pupils with Learning Difficulties

Physical Access

- Secure systems lead to - Early identification - Early intervention.
- Range of diagnostic/standardised assessments/tracking of pupil progress inform management and staff of individual needs.

Staff Training

- Learning and teaching styles.
- Nurturing Programme.
- Behaviour Management
- Reading Intervention
- Policies.
- Educational Psychologist to work closely with staff.

Curriculum

- Consistent use of a range of Learning and Teaching strategies.
- Improved resources.
- Use of ICT.
- Differentiated curriculum within classroom provision.
- Pastoral Support Worker.
- Speech & Language support - Teaching Assistants.
- Partnership with outside agencies.
- Improved environment.
- Workshops for parents.
- Target setting.

6. Provision for Pupils with Behavioural Difficulties

Physical Access

- Safe area for withdrawal and management of vulnerable pupils.
- Access to support from Behaviour Intervention Team - KS1/KS2 and KS2 Pupil Referral Unit.
- Flexible timetabling for arrival/leaving school - calm start to beginning/end of the day.

Staff Training

- Active Playgrounds.
- Safeguarding training.
- Lunchtime Supervisors - Active Playgrounds

Curriculum

- 1-1 TA support.
- 1-1 Headteacher/Deputy Headteacher
- Individual intervention.
- RHE scheme of work.
- Links with Community Police.

- Partnership with parents.
- Home/School Partnership.
- Multi-Agency approach.
- Offered responsibility - monitors.
- Access to school Pastoral Support Worker.
- Access to Early Help Worker.

ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL

AIM 1	CURRICULUM ACCESS			DATE	September 2025-2026
Key Objective	Reduce and eliminate barriers to access the curriculum and to ensure full participation in school life for all pupils.				
HEADTEACHER	Mrs L Peart				
INCLUSION MANAGER	Mrs H Pearce				
INCLUSION GOVERNOR					
Targets (Priorities)	Strategies	Outcome	Timescale	Success Criteria	
To liaise with Nursery providers to review potential intake for September.	Identify pupils who may need additional support upon admission to school.	Pupils enter school with full access to any additional support.	July - September	Additional support and resources in place for September admission.	
To continue to train staff to enable them to meet the needs of children with a range of SEN.	Increase staff confidence in meeting the needs of all pupils through regular access to training and updates from the SENDCO and external providers. Strategies/advice sought from external agencies as necessary.	Staff will be confident in delivering the curriculum to pupils in their class and will meet the needs of all pupils at all times by providing a differentiated curriculum as necessary.	Ongoing	Staff can enable all children to access the curriculum.	
Liaise with parents	Open door policy for all parents enabling issues to be dealt with efficiently.	There continues to be close collaboration and information sharing between school and home.	Ongoing	Clear collaborative approach	
Liaise with outside agencies for pupils with specific needs, e.g. Severe asthma, epilepsy, mobility issues	Ensure close collaboration with all outside agency staff.	Links with outside agencies are strong and can be called upon at any time.	Ongoing	Clear collaborative approach	

Educational visits, out of school activities etc. are accessible to all	The EVC ensures each new venue/activity is vetted for appropriateness. The EVC supports staff in meeting access needs on trips. Risk assessments are appropriate to each activity/trip etc. Adjustments are made to after school clubs to allow participation by all.	All pupils are able to take part in school events/activities and trips. Appropriate provision and support will be in place as required. Out of school clubs are accessible and available to all.	Ongoing	All pupils are able to access extra-curricular events resulting in full participation in school life.
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Targets (Priorities)	Strategies	Outcome	Timescale	Success Criteria	
Ensure that resources are available to meet pupil needs	Ongoing review of equipment by subject leaders. SENDCo will liaise with staff to ensure provision for pupils with SEND have access to appropriate resources and aids. Specific equipment sourced through outside agencies.	Pupils will have access to resources and equipment which will enable them to access the curriculum and reach their full potential.	Ongoing	Termly reviews by Subject Leaders. Support plans for children with SEND written and reviewed termly.	

Review attainment of all SEN pupils.	SENDCO/Class Teacher meetings Scrutiny of assessment system Parents evenings/Pupil progress meetings Support plans	All pupils have the opportunity to reach their full potential.	Termly	Progress made in meeting targets
Meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	All pupils have the opportunity to reach their full potential.	Ongoing	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.

ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL

AIM 2	PHYSICAL ACCESS		DATE	September 2025-2026
Key Objective	Improve the physical environment of the school to increase the extent to which pupils, staff and visitors can access education and associated services.			
HEADTEACHER	Mrs L Peart			
INCLUSION MANAGER	Mrs H Pearce			
INCLUSION GOVERNOR				
Targets (Priorities)	Strategies	Outcome	Timescale	Success Criteria
To ensure that all pupils and staff have safe access to the appropriate areas of the school.	Layout of the school will allow safe access/egress to all areas via ramps, lifts and fobbed entry.	Ramped access points are located at the main entrance, Foundation Stage entrance. Fobbed access at front office and Foundation stage doors so that pupils are kept safe and secure during lunch and playtimes. Key pad codes used for all outside doors to gain access to school from school yards.	Ongoing	Building and Play areas are accessible and well maintained. Building and outside play areas are safe and secure.
The school is aware of the access needs of all pupils, staff, governors, parent/carers and visitors	To create access plans for individual pupils as part of the support plans process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	Support plans in place for pupils and all staff are aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues	Ongoing	School is fully accessible to all in every area.

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Targets (Priorities)	Strategies	Outcome	Timescale	Success Criteria
Ensure all pupils and staff can be safely evacuated from the building.	Regular fire drills take place so that leaders are aware of any difficulties. All staff are aware of their responsibilities. Individual Evacuation Plans are developed and updated for pupils/staff who may have difficulty in evacuating.	All staff and pupils are aware of evacuation procedures. Clear signage is displayed around the school. Plans are accurate and assembly points are clearly indicated.	Ongoing	All parents/carers/visitors feel welcome Improvements to doors including keypad codes was carried out in 2020.
Ensure classroom learning environments are suitable for the needs of staff and pupils within it.	Seek advice from LA Teachers for the Hearing/ Visually Impaired. Consider colour/paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/signs etc. to a good standard to secure ongoing suitable access	Classroom environments are all suitably adapted to the pupils within it. Staff have access to training on provision for pupils with additional needs.	Ongoing	Pupils have access to the appropriate environment and equipment.

ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL

AIM 3	INFORMATION ACCESS			DATE	September 2025-2026
Key Objective	Improve the way information is delivered taking into account preferred formats and reasonable timescales				
HEADTEACHER	Mrs L. Peart				
INCLUSION MANAGER	Mrs H Pearce				
INCLUSION GOVERNOR					
Targets (Priorities)	Strategies	Outcome	Timescale	Success Criteria	
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms Information will be provided in alternative formats if required.	All stakeholders have access to the information they need in a suitable format.	During induction On-going Current	All parents receive information in a form that they can access All parents are aware they can access help as required. Parents with particular needs will have the same access to information as any other parent.	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Regular review of needs ensures accessibility.	Ongoing	Excellent communication. Ongoing appropriate use of resources	
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	All families have access to appropriate information.	Ongoing	Pupils and/or parents feel supported and included. Reviewed termly	