

Accessibility Plan



Reviewed January 2025.

Next Review January 2026.



School Mission Statement

At St. Anne's, together in faith, we passionately commit to:

Build a loving, vibrant community with Christ at the heart;

- Within our local and global communities, live, share and celebrate God's word, together with the core values of our school community.
- Work as one to make a positive difference in all that we do.
- Responsibly keep everyone safe and secure within an environment of tolerance and respect.

Celebrate the uniqueness of all and enable them to reach their potential:

- Value the uniqueness and dignity of all individuals, enabling them to grow, have aspirations and become global citizens of our common home.
- To respectfully hear, listen and respond to everyone's voice, thoughts and opinions equally.
- Recognise and develop individual qualities to enable all to live life to the full with courage and compassion.

Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;

- Build a place and a curriculum where everyone matters and everyone succeeds, with high expectations of ourselves and others.
- Develop pupils who grow to care about the world and go on to make a positive difference.
- For children to leave each stage of their learning journey with happy memories, lasting friendships and a desire to fulfil their hopes and dreams throughout their lives.

Raising **self-esteem**, with **commitment**, **organisation** and **resilience**, we achieve **excellence** as together we...

"Learn to love, Love to learn in readiness for life."

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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.

St Anne's Catholic Primary School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and inclusively and that everyone has access to good quality services.

This 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 including working in close partnership with external professionals from within the local authority and other externally based providers.

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 parents, staff children and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse 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 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.

3. Action plan

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

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY
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CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY
<u>Increase access to the curriculum for pupils with a disability</u> • Our school offers a broad and balanced curriculum for all pupils • A range of intervention programmes are available to support children with learning difficulties and disabilities • All pupils are encouraged to take part in a range of physical activities • All school visits and clubs are available to all pupils. • Staff are trained in the administration of medicines, where applicable. • There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met. • Inclusive venues for residential visits have been identified. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed and monitored to ensure it meets the needs of all pupils	Support staff able to work with increased knowledge and provide appropriate resources for pupils. Teachers are able to more fully meet the requirements of disabled children's needs. Resources from whole school training made and available for use. Extend teaching and learning resources to enhance inclusive practice and examples of role models across the curriculum. School to source alternative assessment for children with SEND.	Further training for teachers and support staff on differentiating the curriculum for SEND children as required, including universal classroom strategies for an inclusive approach. A whole school consistent approach to implementing training into best practice tailored to individual children's needs, measured for impact. Curriculum resources and books audit and materials and provision enhanced. (Jan 2025 – explore further role models across the curriculum. This was enhanced by neurodiversity week). Assessment used to measure and demonstrate progress for children identified and used to inform targets as appropriate. (across the Summer term of 2025 - evaluate and source assessment for SEND children other than Target Tracker. Continue to implement Boxall Profile and begin ASC tracker from Autism in schools training from September 2025	FOR ALL ACTIONS IN THIS SECTION: ongoing following evaluation. Reviewed January 2025

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY
<u><i>The environment is adapted to the needs of pupils as required. This includes:</i></u> • Ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Shelves at wheelchair-accessible height • With the exclusion of upstairs the school is fully wheelchair accessible. • The school has ramped entrances so that provision can be tailored to need. • Fire exits have ramps and all doors are an accessible width. • The nursery has a changing area for pupils with continence difficulties. • A disabled toilet also has shower access for older children with continence difficulties. • Accessible parking space is allocated/marked and kept available for use when needed • Steps and curb edges are clearly marked.	Upstairs access to be considered whenever necessary The emergency evacuation system to have both visual and auditory components. All doors/areas to have appropriate signage	Application for access needed at the time of admission. Submission to the Archdiocese LCVAP funding bid. Clear signage to be fitted to all doors and areas. Costed into budget.	Ongoing Ongoing Jan 25: PECS symbols are integrated into PEEP plans for individual children. Ongoing

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<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • Internal signage • Large print resources • Dyslexia Friendly strategies • Pictorial or symbolic representations and PECS • Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. • The school will use Language Line if needed for translation. Further advice is sought from local authority service when needed. • Translation is available on the school communication platform Class Do Jo. • The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services. • The school works in collaboration with the LA EAL services for identified children. • The school works in collaboration with LA services to support the traveller community.	• Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. • The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.	Upon request Language Line will be consulted and also external LA services. Children assessed as in need of specific software to enhance communication/understanding or who would benefit from this are given access as required.	Academic Year 2023-24 then ongoing. Updated January 25

4. Monitoring arrangements

This document will be updated and evaluated annually by the Headteacher and SLT but may be reviewed and updated more frequently if necessary. It will be fully reviewed every 3 years.

The plan will be informed by feedback from parents, pupils and people with disabilities.

It will be approved by the Governing Board annually.

The plan will be published on the school website and is available on request, along with comment about progress.

5. Links with other policies/Documentation

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives
- Equality Policy
- Special educational needs (SEN) Policy and information report
- Supporting pupils with medical conditions policy
- School policy for supporting pupils, who are unable to attend school due to Mental Health needs.
- Friendship and Anti-Bullying Policy
- Mental Health and Well-being Policy
- Attachment Aware Behaviour Policy
- School site Health and Safety risk assessments and checklists.
- School Mission Statement
- Attendance Policy