



Accessibility Plan 2024-2027

Reviewed September 2026

Responsible body	Governing Body
Operational responsibility	Headteacher and SENDCo
Review arrangements	Progress reviewed annually; the plan is formally reviewed at least every three years and revised sooner where necessary.
Plan period	2024-2027

1. Aims

St Michael and St Martin Catholic Primary School is committed to providing an inclusive environment in which disabled pupils can participate fully in school life. In accordance with Schedule 10 of the Equality Act 2010, this plan sets out how the school will, over time:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school so that disabled pupils can take better advantage of education, benefits, facilities and services.
- Improve the availability and accessibility of information for disabled pupils.

The school will make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage. Accessibility is considered in curriculum planning, the use and development of the school estate, communication, educational visits, clubs and wider school activities.

The plan is published on the school website. A paper copy and, where reasonably required, information in an alternative accessible format can be provided on request.

2. Legislation and guidance

This plan is prepared under the Equality Act 2010, including the duties relating to disability discrimination, reasonable adjustments and accessibility planning. It should be read alongside the school's SEND Information Report, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy and other relevant school policies.

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Disability may include physical, sensory, learning, communication, neurodevelopmental and long-term health needs.

3. Our approach to accessibility

The school considers the needs of current and prospective pupils and takes a proactive approach to identifying and reducing barriers. We will take account of the nature of pupils' disabilities and, where appropriate, the views and preferences of disabled pupils and their parents or carers when planning and reviewing provision.

- Curriculum access is supported through adaptive teaching, appropriate resources, staff training, specialist advice and reasonable adjustments.
- Physical accessibility is considered through regular review of buildings, grounds, routes, signage, lighting, acoustics, furniture and facilities, with improvements prioritised according to need, feasibility and available resources.



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- Information is made accessible through appropriate formats, communication methods and assistive technology where required.
- Relevant medical and disability information is stored securely and shared only with staff who need it to support a pupil safely and effectively.
- Accessibility needs are considered when planning educational visits, residentials, clubs, performances, worship and other wider opportunities.

4. Consultation, implementation and resources

The Governing Body has overall responsibility for the Accessibility Plan. The Headteacher and SENDCo coordinate implementation. The school will seek and consider feedback from pupils, parents and carers, staff, governors and relevant professionals when reviewing accessibility.

The Governing Body will have regard to the need to allocate adequate resources for implementation. Actions may be funded through delegated school budgets, SEND resources, premises budgets or other appropriate funding routes. Where specialist adaptations are required, the school will seek advice from relevant professionals, the local authority and, where appropriate for a voluntary-aided school, the Diocese.

5. Monitoring and review

Progress against the action plan will be reviewed at least annually and reported through the school's governance arrangements. The plan will be revised during the three-year period where needs, legislation, guidance, pupil profile or the school environment change. A new plan will be prepared at the end of the current three-year period.

Evidence used to review impact may include accessibility audits, pupil and parent feedback, staff feedback, participation data, SEND reviews, premises information and evaluation of reasonable adjustments.



6. Accessibility Action Plan

The following actions build on existing inclusive practice and identify how accessibility will continue to improve over the remainder of the 2024-2027 plan period.

Priority / objective	Actions	Success criteria	Lead	Timescale / review
Curriculum: ensure disabled pupils can participate fully in learning	Review individual needs through SEND and pastoral systems; plan reasonable adjustments; use adaptive teaching, specialist advice, assistive technology and appropriate resources.	Disabled pupils can access teaching, learning and assessment with barriers identified and reduced promptly.	SENDCo / Class teachers	Termly and as needs arise
Curriculum: maintain staff knowledge and confidence	Identify training needs from the pupil profile and staff feedback; provide targeted training and disseminate specialist recommendations.	Staff understand relevant needs and can implement agreed adjustments consistently.	SENDCo / SLT	At least annually; targeted training as required
Curriculum: ensure equal access to wider school life	Review trips, residential, clubs, PE, worship, performances and events at the planning stage; complete individual risk assessment and reasonable adjustments where required.	Disabled pupils are enabled to participate in the widest possible range of activities and no pupil is excluded because reasonable adjustments were not considered.	Trip/event leads / SENDCo	For every relevant activity
Assessment: ensure access arrangements reflect normal classroom practice	Identify pupils who may require access arrangements; maintain evidence of normal way of working; apply current statutory assessment guidance.	Eligible pupils receive appropriate arrangements and can demonstrate their attainment without avoidable access barriers.	SENDCo / Assessment lead	Ongoing; formally reviewed annually
Physical environment: maintain an accessible site	Undertake an accessibility walk/audit covering entrances, routes, doors, toilets, classrooms, halls, playgrounds, signage, lighting and acoustics; record priorities.	A current record of barriers and planned improvements is maintained and acted upon according to need and available resources.	Headteacher / Site Manager / Governors	Annual audit; actions monitored termly
Physical environment: plan adaptations proactively	Consider accessibility whenever refurbishment, repair, furniture replacement or site development is planned; seek specialist advice for individual pupils where necessary.	Premises decisions improve or maintain accessibility and avoid creating new barriers.	Headteacher / Site Manager / Governors	At planning stage for all works
Information: provide accessible communication	Offer information in alternative formats where reasonably required, including enlarged print, electronic copies, simplified presentation, translation/interpreting support or other suitable formats.	Pupils and families can access key information in a format they can use and understand.	Office / SENDCo / SLT	On request and as needs are identified
Information: improve digital accessibility	Use clear headings, readable layouts, meaningful link text and accessible document formats when publishing key information; review high-use website documents when updated.	New or revised key documents are easier to navigate and access using assistive technology.	Website lead / Office / SLT	Ongoing; review when content is updated
Equality and inclusion: embed accessibility in policy review	Include accessibility and reasonable adjustments as a consideration when school policies are reviewed.	Policies reflect statutory duties and do not create avoidable barriers for disabled pupils.	SLT / Governors	At each policy review
Voice of pupils and parents: use lived experience to improve provision	Seek feedback from disabled pupils and their parents/carers through reviews, meetings, surveys or other appropriate methods and use it to inform adjustments and plan priorities.	Pupil and parent views are evidenced in decisions about individual provision and wider accessibility priorities.	SENDCo / SLT	At least annually and through individual reviews

7. Links with other school information

This plan should be read alongside the school's:

- SEND Information Report
- Equality Information and Objectives
- SEND policy and procedures
- Supporting Pupils with Medical Conditions Policy
- Health and Safety arrangements
- Educational Visits procedures
- Complaints Policy
- Website Accessibility Statement



8. Availability and complaints

Parents, carers or members of the public who require this plan in an alternative format should contact the school office. Concerns about accessibility should normally be raised with the school so that they can be considered promptly. Formal complaints will be handled under the school's published Complaints Policy.