St Anne's Catholic Primary School

Accessibility Plan

CATHOLIC
EDUCATION
TRUST

ST ANNE'S PRIMARY SCHOOL

St Anne's Catholic Primary School is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students staff parents and visitors regardless of Special Educational Needs or Disabilities.

St Anne's Catholic Primary School is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St Anne's Catholic Primary School is committed to improving the physical environment of the school, the curriculum within the school, and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and St Anne's Catholic Primary School Equality Policy.

This plan operates alongside the St Anne's Catholic Primary School's SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

St Anne's Catholic Primary School acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

St Anne's Catholic Primary School website will make reference to this Accessibility Plan.

The Plan will be approved by Governors and monitored through the Governing Body.

October 2026

Objective	Progress	Aims	By Whom	By When

To improve the extent by which disabled pupils can participate in the school's curriculum.	• Disabled students follow the same curriculum as other students who are not disabled. • Disabled students are invited to attend all school trips and supported in doing so if needed. • Planning takes place in advance to enable students to participate in trips and extracurricular activities. Risk assessments written to identify needs. • Communication and relationships with parents in this regard is strong. • Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and	• To audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers. • To ensure **all** staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities. • To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition. • Brief all staff and ensure they have adequate training on meeting the needs of disabled	SENCo Inclusion Lead Leadership Team	October 2027

	timetabled to ensure their needs are met. • Students who take part in choir, for example, have their additional interventions moved to support this. Staff • routinely give additional time to ensure lessons are fully accessible. Specific staff have • been trained to do low level physiotherapy interventions for specific children in specific circumstances. Practical adjustments • made to classroom environment to ensure children can access the learning eg position in class, table arrangements Class to be kept clutter • free – low sensory classrooms	• students on trips and extracurricular activities. Monitor the uptake and expand if possible the extra-curricular activities • available to disabled students. Training to be offered to staff on disability discrimination and creating • an inclusive curriculum. Ensure students with a disability are trained to use the IT resources available and specific to their needs.		

To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of the educations, benefits, facilities and services offered by the School.	• Children are given additional time to transition around the buildings. • Disabled toileting facilities are in place and available. • Students and parents/ guardians who are disabled have access to disabled parking bays and flexible access to the school buildings and gates. • Adapt Physical environment where practical and financially viable to reflect the needs of disabled children without • disadvantaging others. • Ramps in place and corridors free from obstructions.	• To ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, handrails are available, contrast flooring is available. • Ensure disabled parking arrangements are in place for all students with a disability and that the school is flexible about the use of these facilities. • To investigate safety during lunch to ensure stability and safety of disabled students.	Head Teacher Site School Manager School Business Manager	October 2027

To improve the delivery to disabled students of information which is readily accessible to students who are not disabled.	• Students work is routinely put in larger fonts when required. • All school information is displayed electronically so parents and students can access at home using compatible software or enlarging screens. • Parents are offered ground floor meeting rooms close to the reception area when meeting to communicate needs of students. • School engages well with the Physical and Sensory Specialist Teachers	• All letters sent home should be in easy to read fonts and monitored to ensure readability. • Larger prints of letters and information should be made available to students regarding trips/ exam timetables etc.. if this is their normal working practice. Training • to be offered to staff on disability discrimination and creating and inclusive curriculum. • Investigate what other electronic devices the school can invest in to provide enhanced access to resources.	SENCo Leadership Team	October 2027