



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Accessibility Plan



St. Mary's Catholic First School

Date	September 2025
Review Date	September 2028
Headteacher	Mrs S Oakes
Chair of Governors	Mrs N Vaughan

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1. School Context

St. Mary's Catholic First School is committed to promoting equality of opportunity for all pupils, staff, parents, and visitors. We aim to provide an inclusive environment where every individual is valued and supported to achieve their full potential.

2. Legal Framework

This plan is written in accordance with:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Public Sector Equality Duty

3. Aims of the Scheme

- To eliminate discrimination, harassment, and victimisation.
- To advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations across all characteristics.

4. Current Accessibility Arrangements

Physical Environment:

- Ramps and handrails at key access points.
- Accessible toilet facilities.

- Clear signage and visual aids.

Curriculum Access:

- Differentiated teaching strategies.
- Use of assistive technology.
- Staff training on SEND and inclusive practices.

Information Access:

- School communications available in alternative formats upon request.
- Website accessibility features.
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5. Objectives (2025-2028):

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success criteria
Curriculum					
To ensure staff have the training required to meet the needs of SEND pupils	SENDCo keeps a register of training which teachers and teaching assistants have undergone. Training needs identified and mapped out to meet needs of current cohorts	SENDCo to continue to audit and track training requirements for our pupils and arrange training as required	Training arranged termly as required	SENDCo	Staff in school have the training needed to meet the needs of any pupil with an additional need; children are able to access all areas of the curriculum
All pupils are able to access the curriculum and make good progress	ELSA support is strong TA deployment relates to pupil need Curriculum is designed to ensure	Continue to liaise with wider professionals where need is identified (e.g. speech and language; vision impairment;	As required	SENDCo	All children are able to access all areas of the curriculum and work towards attaining at least age related expectations

	access for all Links with partnerships are strong (e.g. EP etc.)	language and learning etc.)			
All staff aware of curricular needs of individual pupils regarding specialist equipment	Key staff are aware of needs of children they work with and use equipment necessary to meet their needs. Additional equipment is purchased as identified	Ensure staff are trained in use of specialist equipment if necessary	As required	SENDCo/HT	
Ensure PE continues to be accessible to all	PE kits are provided for children if necessary PE is well-resourced with a plentiful supply of	Liaise with external agencies if required to ensure any specialist equipment is sourced	As required	PE Lead	

	appropriate equipment				
All out of school activities are planned to ensure participation of all pupils	Individual pupil needs are considered as part of initial vetting of trip and also within risk assessments	Continue to follow good practice; SLT monitor to ensure inclusivity	Ongoing	CT	
Improve access to the curriculum for pupils with SEND	Staff CPD on inclusive teaching strategies	Continue to develop small steps, pre-teaching & making curriculum accessible for all.	Ongoing	CT/SEND/CO/HT	All pupils engaged in learning closing the gap between demographics of learners. Improved attendance and outcomes for all pupils.
Provide nurture provision for pupils who struggle with busy, outside space	Lunchtime nurture groups is provided	Revisit provision to ensure it is meeting the needs of the	Termly	TA/SEND/CO/HT	Pupils return to class happy, settled and ready to learn

during the longer lunch break	for identified pupils	pupils who access it			
	Lunch time club priority for identified pupils				
Physical Environment					
Ensure any new build project is physically accessible for everyone	School as it stands is accessible. It is all on one level, with ramp access in some entrances and disabled toilet facilities available	Ensure compliance with building regulations regarding accessibility	As required	SBM/Trust	School is fully accessible to all
Ensure all disabled pupils can be evacuated safely	Personal Emergency Evacuation plans (PEEP) are put in place as required and shared with all relevant staff	Monitor PEEPs, and ensure they are followed when carrying out a fire drill	Termly	HT/SBM/Trust	Safe evacuation for all when necessary

<p>Awareness of access needs of all pupils and other members of the school community</p>	<p>There is an allocated disabled parking space.</p> <p>Appropriate seating is provided (or space for wheelchairs) for visitors who require this</p>	<p>Continue to evaluate access needs of school community</p>	<p>At least annually (start of a new school year)</p>	<p>HT/SBM/Trust</p>	<p>School is accessible for whole school community</p>
<p>Communication</p>					
<p>Information accessible to all</p>	<p>Translation tool on all school iPads</p> <p>All materials available in partnership with EAL allowing text to be translated.</p>	<p>Evaluate if there are any other issues with communication for families who don't speak English as their first language</p>	<p>Ongoing</p>	<p>SBM/Trust/SENDCo</p>	<p>School information can be accessed by all people.</p>

	Ensure all communications are available in large print/audio formats.				
Promote disability awareness	Integrate disability awareness into PSHE and assemblies		Termly	CT/HT	All individuals feel included. Pupils respect the human dignity of others.

Monitoring and Review

- The plan will be reviewed every three years.
- Progress will be monitored through the School Improvement Plan and Governor reports.
- Feedback from pupils, parents, and staff will inform updates.

