



ST ANNES R.C. PRIMARY SCHOOL

'We grow together in God's Love'

Accessibility Policy and Plan for St. Anne's R.C. Primary School 2025-2028

Mission Statement

We grow together as a Catholic Faith Community, promoting Gospel values in all we do. We encourage each child to achieve their full potential—academically, spiritually, and socially—in a spirit of confidence. We reach out to those in our wider community, fostering respect, friendship, and responsibility. **We Grow Together in God's Love.**

Rationale

We seek to encourage each child to develop their individual abilities—spiritual, academic, and social—as fully as possible and in a spirit of confidence.

Aims

Under the **Equality Act 2010**, our school is required to have an accessibility plan aimed at:

- **Increasing** the extent to which disabled pupils can participate in the curriculum.
- **Improving** the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- **Improving** the availability of accessible information to disabled pupils.

We aim to treat all pupils fairly and with respect, providing access and opportunities for all without discrimination. This policy, aligned with our Equalities Policy, outlines the commitment of the staff and Governors of St. Anne's R.C. Primary School to ensure equality of opportunity for all members of the school community.

Stakeholders Include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the school (e.g., AEN services, school improvement services)
- Visitors to the school
- Students on placement

We believe that equality and community should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member should feel safe, secure, valued, and of equal worth. At St. Anne's School, equality is a key principle for treating all people the same, irrespective of gender, ethnicity, disability, religious beliefs, sexual orientation, age, or any other recognised area of discrimination.

The Catholic ethos of the school underpins our mission statement, emphasising the individual value of all pupils. We are committed to giving all pupils every opportunity to achieve the highest standards and actively tackle discrimination against those with disabilities, racial discrimination, and sexual harassment.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

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'. This definition includes sensory impairments and long-term health conditions.

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 the provision of auxiliary aids or adjustments to premises.

Accessibility Plan

- **Increasing Curriculum Participation:** Regularly review and adapt the curriculum to ensure it is accessible to all pupils, including those with disabilities.
- **Improving Physical Environment:** Conduct regular audits and risk assessments to identify barriers and implement necessary changes to the physical environment.
- **Accessible Information:** Ensure that all communications and information are available in formats accessible to all pupils and their families.

Monitoring Arrangements

This document will be reviewed every three years but may be updated more frequently if necessary. It will be approved by the Governing Body and the Headteacher.

Links with Other Policies

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

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy

Links to Oldham Council Local Offer and Other Partners

Families can access services, activities, and resources through the Oldham Council's Local Offer webpage: www.oldham.gov.uk/localoffer

- **POINT Oldham:** <http://pointoldham.co.uk>
- **Parent Forum:** [SEND ISSIS](#)
- **Family Information Service:** www.oldham.gov.uk/familyinfo

Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current Good Practice	Evidence	Person Responsible
Increase access to the curriculum for pupils with a disability	- Our school offers a broad and balanced curriculum for all pupils, with reasonable adjustments as needed. - Resources tailored to the needs of pupils who require support to access the curriculum. - Curriculum resources including reading spine include examples of people with disabilities. - Curriculum progress is tracked for all pupils, including those with disabilities. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is reviewed to ensure it meets the needs of all pupils. - Training of staff is reviewed regularly. - Regular collaboration with external agencies (e.g., educational psychologists) to support curriculum adaptations.	- Planning shows adaptive teaching and St Anne's 5 a day is evident. - Planning and lesson observations show suitable equipment used (e.g., coloured paper, special grip pens). - PIVOTS used to track progress alongside INSIGHT tracking system. - Annual curriculum mapping ensures all learners' needs are met. - Feedback from external agencies on curriculum effectiveness.	CT/SLT/SENCO
Improve and maintain access to the physical environment	- The environment is adapted to the needs of pupils as required, including: - Disabled toilets and changing facilities. - All doors wide enough for wheelchair access. - Classrooms designed to be wheelchair-friendly if	- SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. - Continuous monitoring to ensure any new needs arising are met.	CT/SLT/SENCO

Aim	Current Good Practice	Evidence	Person Responsible
	needed. - Access plans created for individual disabled children as part of the SEND process. - Annual reminders to parents and carers through contact forms annually to report access issues. - Regular reviews of accessibility features. - Conduct risk assessments for both children and staff to ensure accessibility and necessary adjustments are made.	- PEEP reviews are documented and updated as needed. - Parent feedback on accessibility. -individual risk assessments	
Ensure there are enough fire exits suitable for people with a disability	- Daily health and safety checks of the school and surroundings. - Staff trained to keep fire exits clear. - Regular drills that include specific procedures for evacuating disabled pupils when required	- All disabled personnel and pupils have safe exits from school. -PEEPs in place for those with disability or SEND - Records of fire drills and evaluations.	SENCO/SLT/Fire wardens/lockdown wardens/CT
Maintain safety for visually impaired people	- Regular checks for children with visual impairments, including the need for yellow paint on step edges. - Regular checks of exterior lighting. - Use of black/yellow hazard tape on poles at the end of play equipment.	- individual risk assessments and PEEPs. - Monitoring records for hazard adjustments.	Site Manager
Accessible car parking	- Designated parking spaces for disabled staff and visitors available throughout the school day.	- Access to disabled parking space is regularly checked and maintained.	HT/Site Manager

Aim	Current Good Practice	Evidence	Person Responsible
Access to learning in class	- Review of SEND children's access to the curriculum within class sessions. - Observations to ensure children can access sessions and have access to adapted resources. - Ongoing monitoring from SENCO. - Liaison with external professionals (e.g., SALT/OT) to incorporate strategies and support within classrooms.	- All pupils have equal access to a broad and balanced curriculum. - Observational data showing participation levels.	CT/SENCO
All visits and school trips to be accessible	- Risk assessments ensure all children, including those with physical disabilities, can access trips. - Venues and transport vetted for suitability. - Staff fully briefed regarding children with SEND.	- All pupils are able to access school trips and participate in activities. - Risk assessment documentation.	CT/SLT/EVC Lead
Training	- Regular identification of training needs through meetings and performance management. - Training sessions include topics on disability awareness and inclusive practises.	- All staff trained and confident in supporting pupils with disabilities. - Training attendance records.	SLT
Communication	- Parents have access to our SEND provision/SEN school offer on the website. - Open lines of communication with SENCO. - Regular meetings for parents with SENCO to access further support and advice. - PCR meetings termly	- Strong parent/school communication evidenced through feedback surveys. - Documentation of meetings and communications.	SENCO/SLT
Pupil voice	- Opportunities for children to share concerns, views,	- Children report feeling listened to and	SENCO/SLT/CT

Aim	Current Good Practice	Evidence	Person Responsible
	and ideas. - Adaptations made based on feedback from pupils.	able to access the curriculum. - Records of pupil feedback sessions.	

