Saint Margaret Clitherow
CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2026-2027

That all may have life - life in all its fullness

At St Margaret Clitherow Primary School all pupils, regardless of their individual needs, are offered a broad and balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) he or she has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality

Objectives, and will similarly be published on the school website.

The Accessibility Plan contains relevant and timely actions to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of our school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs, including children with medical needs, within mixed ability, inclusive classes. For a number of children who require additional support we provide a range of interventions, working with outside professionals as appropriate. We currently offer:

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure all staff are aware of their responsibilities under the Equality Act 2010	Equality responsibility will be included in induction package.	As required	Headteacher	
	Staffing levels will match needs of pupils.	Annual	SENCO and support staff	Class timetables show a level of support for the needs of pupils in the class. Where required individual weekly timetables are drawn up for pupils.
All staff including supply teachers are aware of the range of needs within their class including SEN needs and medical needs.	SEND information is passed up from year group to year group	Annual	SENCO	SEND folders available and current.
	Termly IEP meetings	Termly	SENCO	IEPs available signed by all stakeholders
	Medical Handbook (on teacher's board)	Annual – unless an update is required	Office Staff	Visible in each class
	Key Information about Pupils	Annual	Office Staff	All staff know the needs of individual children in their class.

Improving the delivery of written information to disabled pupils (stakeholders)

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities, and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure, for example iPads, will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	As required	Office staff	Feedback from parents that they are well supported.
Ensure information is available on school website	Dedicated member of staff to update website	As required	Office staff	Website updated on a weekly basis and audits undertaken
Autotext/Parent E mail	Means of engaging with parents that is timely and accessible. Ensuring parents update school office of any contact	As required As required	Office staff School Office	Communication is of a high standard between school and parents.

Improving access to the physical environment of the school

We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision.

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure all pupils, staff and visitors have access to the building.	To create access plans for pupils/visitors. Wheelchair access to Main School Office Ramps available for internal steps	As required	Site Manager School Office	All staff are confident that their needs are met.
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP)	As required	Site Manager	PEEP available and known to relevant staff
Ensure facilities meet personal needs required of all staff and pupils.	Accessibility toilet available	Actioned	Site Manager	Facilities available
Ensure all refurbishment and building works consider equality and accessibility needs.	Access audit to be put in place	Actioned	Site Manager	Examples of refurbishment taking into account accessibility issues, for example contrasting coloured toilet doors.

To purchase resources to support access to curriculum	To review barriers to learning and be proactive in securing required resources to ensure access to the curriculum	Ongoing	SENCO and individual support staff	Specific resources identified for individual pupils on a need by need basis. For example sloped writing board, dyslexia coloured exercise books, iPads and software
All educational visits and extra-curricular activities available to all pupils	Additional risk assessments carried out.	As required	Class Teacher	Individual risk assessment supports access for example swimming risk assessment for disabled child.