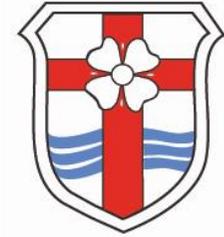


# ST MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL

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## **ACCESSIBILITY PLAN** **(School Policy)**

**Ownership:** Health, Safety & Premises Committee

**Document Date:** Spring 2026

**Review Date:** Spring 2027

Pupils in St Margaret Clitherow Catholic Primary School are happy, confident and very proud of their school. They clearly understand their mission statement, 'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide, let us follow Him.' They can quote scripture to give examples of how they do their best to follow Jesus every day. Pupils explain that if they ever feel worried about something they are confident that adults will help them in a discreet and caring way. They are fully aware of their responsibilities towards the more vulnerable members of society and can reference Catholic social teaching when discussing their work with the local foodbank.

**Catholic Schools Inspectorate October 2024**

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

**Ofsted May 2024**

*At St Margaret Clitherow School we are committed to Safeguarding Children*

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At St Margaret Clitherow RC Primary School we respect and value diversity, encouraging an inclusive culture and ethos. The governing body of St Margaret Clitherow RC Primary School are actively working to achieve fairness, accessibility to facilities and equality for all users of the school site.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

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, students and the 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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'. The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Intention	Strategy	Outcome	When	Intention met
<p>Pupils with visual impairments have access to the curriculum</p> <p>Classrooms are accessible to visually impaired pupils.</p>	<p>Reception children invited to sight screening.</p> <p>Those children who are known to have vision needs: Pupils seated in appropriate place Where appropriate larger type used</p> <p>Coloured paper/overlays/pens/print, used when appropriate.</p> <p>Use of ICT (large icons on desktop etc) Information provided orally or on tape.</p> <p>Advice from outside agencies sought and acted upon</p> <p>As part of whole school decorating programme, review appropriate colour schemes.</p> <p>Regard is paid to suitable contrasts in colour as appropriate</p>	<p>Classroom resources are adapted and provided to make learning accessible to visually impaired children.</p> <p>Colour schemes enhance learning environment for visually impaired pupils.</p>	<p>Any children with reading needs asked about their vision at parents' evening.</p>	<p>School environment is accessible to visually impaired pupils.</p> <p>Parents communicate well about sight needs.</p>
<p>Pupils with an Autism Spectrum Condition have access to the curriculum</p>	<p>Sensory surveys of the school are carried out regularly. – Advice from the Autism and Communication team sought.</p> <p>Teaching Assistant support provided as appropriate.</p> <p>Relevant training provided for all staff working with the child/ren</p>	<p>Classroom resources are adapted and provided to make learning accessible to pupils on the autistic spectrum.</p> <p>Children are able to use adaptations and resources which support their sensory</p>	<p>Children's pupil passports are reviewed termly.</p>	<p>Pupils on the autistic spectrum have access to appropriate resources and learning support.</p>

	<p>Social communication targets included on plan, do, assess documents.</p> <p>Advice from outside agencies sought and acted upon.</p> <p>Visual timetables used as appropriate.</p> <p>Whole staff training remains current. Staff supporting specific pupils attend key training.</p> <p>Advice sought from Advisory Teacher as needs arise.</p>	<p>as well as their learning needs.</p> <p>Pupils are adequately supported</p>		
<p>Pupils with Attention Deficit / Hyperactive</p>	<p>Children who would benefit from breaks and alternate spaces are provided with these – within the timetable and in spaces around the school.</p> <p>Safe spaces around school provide quiet and distraction free areas e.g. the use of privacy screens on learning in a quiet space.</p> <p>Teachers are aware that emotional concerns can also appear as hyperactivity, and keep behaviour notes if needed.</p>	<p>Teachers are made trained in identifying the neurodiversity of their groups.</p>	<p>Children’s pupil passports and IEPs look for adaptations. SDQs (Strength and Difficulties Questionnaires) used as a screener.</p>	<p>Children with AD/HD are included in learning and lessons.</p> <p>Parents are informed of concerns and share in conversation.</p>
<p>Pupils with speech and language difficulties have access to the curriculum</p>	<p>Staff use the speaker system to make sure that their voices are clear.</p> <p>Relevant training provided for all staff working with the child.</p> <p>Pupils given time to process language and respond.</p>	<p>Individual meetings with S&amp;L therapists</p> <p>Early identification of children with speech needs.</p> <p>Teaching approach adapted to cater for the needs of</p>	<p>Termly IEPs build on advice from the Speech and Language Therapy</p>	

<p>Pupils with speech and language difficulties have access to the curriculum</p>	<p>Staff endeavour to use face to face and direct eye contact.</p> <p>Staff endeavour to use simple and familiar language and short concise sentences.</p> <p>Staff avoid ambiguous vocabulary and reinforce speech with facial expression, gesture and sign as appropriate</p> <p>Staff endeavour to reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials.</p> <p>There will be an emphasis on key words, which will be reinforced visually.</p> <p>Closed questions will be avoided and pupils encouraged to speak in sentences.</p> <p>Identified staff are ELKAN trained</p> <p>Language skills developed through drama and role play.</p> <p>Wellcom assessments are used in EYFS and KS1.</p> <p>Talking is used to support idea creation before the expectation to access other learning.</p>	<p>pupils with speech and language difficulties.</p> <p>Focus on vocabulary to support children build confidence and language skills.</p> <p>TAs are suitably equipped to deal with S&amp;L issues</p> <p>Gaps in language acquisition are identified easily</p>	<p>Service advice (where possible).</p>	<p>The curriculum is accessible to children with speech and language difficulties</p>
<p>Pupils with EAL</p>	<p>Support from Educational Psychology Services – EAL drop in</p>	<p>Advice updated</p>	<p>Parents invited at parents'</p>	

	<p>Training for all staff (teachers and TAs) 'Language Rich Classrooms to support EAL Learners'</p> <p>Wellcom assessments routinely used throughout EYFS and KS1</p>	<p>Good practice shared</p> <p>Assessments carried out and acted upon</p>	<p>evening to talk about additional support if needed.</p> <p>Pupil Progress use the opportunity to look at the measure of children's needs and whether this is being influenced by their EAL.</p>	<p>Needs of EAL children are met effectively</p>
<p>Pupils with dyslexia and dyscalculia have access to the curriculum</p>	<p>SENCo and identified TAs have regular training</p> <p>Class teachers identify pupils with dyslexic tendencies and refer them to SENCo</p> <p>Plan, do, assess documents set up with parental involvement</p> <p>Targets addressed by staff working with the pupil</p> <p>Work differentiated to allow access</p> <p>Classrooms are 'dyslexia friendly'</p> <p>The local SPLD base supports school and pupils with individual needs after referral</p>	<p>Advice and support from SpLD (Specific Learning Disabilities) team sought and carried out.</p> <p>Yearly audit of resources for children as they move to other classrooms.</p> <p>English and Maths co-ordinators work on additional tools and assessments to identify needs.</p> <p>Audit of classroom environment - ongoing</p> <p>Training recorded</p>	<p>Termly as part of IEPs, strategies and support is discussed.</p> <p>Pupil Progress highlights children with need for support. Information and assessment passed to SENCo to evaluate termly.</p> <p>Assessments in Year 5 and 6</p>	<p>The needs of pupils with dyslexia are addressed and additional support is available</p>

		Fair allocation of teaching time	consider the use of extra time for SATs and how this is being prepared for within classroom adaptations.  Spring in Year 6, families are informed if extra adaptations are needed for SATs.	
Pupils with disabilities are fully involved at playtimes	Risk assessments for individual children are created, as needed.  Buddy system in place  Other children & adults aware of the needs of disabled pupils  Sporting Futures Team Accessibility Teacher is approached for advice as needs arise	Specific children allocated to support pupils with disabilities	On-going	All pupils included in all aspects of school life
Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	Audit adult training needs to identify appropriate training courses; bring to the attention of relevant staff; Ring fence funding to support staff training and development.  Use of outside agencies, specialist centers and support groups	Staff trained and supported	On-going and reviewed yearly to consider cohort. (July ready for transition)	Staff confidence enhanced by appropriate training. Preparations for moving

	Access routes are used for those who need them e.g. finding safe ways through school.			through school are made ahead of time.
Children are fully integrated within the classroom	Teaching assistants are used to support children appropriately. High Quality Teaching is discussed through the year and the school action plan reflects the areas of need for each class cohort. Classrooms are observed and teachers working with the senior leadership team carry out environmental works. The curriculum is carefully considered and mapped to support the children's needs and uniqueness.	Needs of all children are fully met	Regularly through the year for termly visits from planned external visits including governor observation.	Curriculum accessible to all pupils
All members of the community have equal opportunities to access the School premises and relevant information.	School premises are inspected and reviewed to ensure accessibility for all. School provides information in range of alternative formats when necessary. Disabled lift installed 2012 and serviced annually Corridors are kept clutter free to enable full access (installation of lockers 2016)	Needs of all members of the school community are fully met  Full site is easily accessible  Corridors are fully navigable in a wheelchair or with crutches	On-going	Physically accessibility of school increased and delivery of information is available to all
Pupils with hearing impairments are suitably catered for.	Soundfield System installed in Years 1 to 6 Soundfield system serviced bi-annually from Sep 2017 to ensure that it remains in good working order	Soundfield System installed & maintained in Years 1 – 6 classrooms  Audibility in hall improved	Parents are invited to inform the school of changes e.g. through health	Hearing accessibility of school increased.

	<p>Improve audibility in the hall through purchase of lapel radio microphones</p> <p>Fire alarm system has visual flashing alerts – updated October 2016</p>	<p>Visual and audible alert fire system</p>	<p>or at transition points.</p>	<p>Emergency evacuation for hearing impaired children and adults enhanced</p>
<p>Pupils with behaviour support needs are included in all activities</p>	<p>Positive behaviour strategies used throughout the school, under the Herts Therapeutic Thinking programme.</p> <p>Pupils with challenging behaviour supported initially by adults within the school.</p> <p>Referral to Tier 2 support and Tier 3 support through the DSPL is accessed.</p> <p>Pastoral Support Plans in place for pupils who exhibit challenging behavior</p> <p>Staff are trained in de-escalation strategies and Steps trained. Also, trauma informed practice.</p> <p>Safe handling / de-escalation training for EYFS / KS1 staff occurs</p> <p>SENCo works through the ‘Emotional Based School Avoidance’ for children for whom their behaviour is indicative or other needs.</p> <p>Careful mapping of a child’s behaviour to ensure understanding of the purpose of the behaviour (if any).</p>	<p>High standards of behaviour evident throughout the school</p> <p>Support teacher working with pupils / parents regularly. Extended role teacher used as appropriate</p> <p>EYFS staff are able to use de-escalation strategies with non verbal pupils</p>	<p>Weekly through Designated Safeguarding Leads conversations as they reflect on CPOMS records.</p> <p>Flagged up to SENCo as appropriate, if an SEMH need.</p>	<p>De-escalation strategies diffuse potential conflict</p> <p>External visitors comment on the excellent behaviour of children within school, the calm classrooms and the consistency of approach from adults.</p>

<p>There is adequate accessible disabled parking for visitors and pupils</p>	<p>Increase reserved disabled spaces in the staff car park from one to two spaces and mark clearly so that they remain reserved.</p>	<p>Adequate and convenient access to the school for disabled visitors and for families with disabled children.</p>	<p>As reviewed by the Health and Safety governance meetings and annual review. Discussed with parents when Disability allowance applications are made.</p>	<p>Site access is safe and convenient</p>
<p>Ensure all new building works conform to inclusion and accessibility guidelines.</p>	<p>Use of appropriate support from Building Consultant, LA and DCS.</p>	<p>Building completely accessible to all.</p>	<p>As reviewed by the Health and Safety governance team when new works take place.</p>	<p>Physical accessibility of school maintained.</p>