

St Mary's Catholic Primary School, Chiswick

"Living and learning, inspired by our faith"



Accessibility Plan

Autumn 2025

Dr R. Santh

Chair of Governors

Next Review Date: Autumn 2027

1. Introduction

Our mission at St Mary's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church so that every child regardless of their starting point, will fulfil their potential for learning and development. Commitment to Equality: We are committed to providing a positive school environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.

1.1. This Accessibility Plan complies with the SEN and Disability Act (2001) and the Equality Act (2010) and Guidance for Schools on the Equality Act 2010.

1.2. The School in partnership with the Governing Body aim:

- to not treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

1.3. This Plan sets out proposals to increase access to education for disabled pupils:

- to increase the extent to which disabled pupils can participate in the school curriculum
- to increase the extent to which disabled pupils can take advantage of education and associated services.

Contextual Information St Mary's Catholic Primary School, Chiswick is a one-form entry Catholic primary school, located in a three storey Victorian building. The main Reception, EYFS classrooms, Lower Hall and Sensory Room are located on the ground floor and are accessible for wheelchair users. A disabled toilet is located in the main school corridor on the ground floor. Key Stage 1 and 2 classrooms are located on the first and second floors. This building does not have a lift and therefore, they are not accessible to wheelchair users.

2. Admissions

2.1. The Governing Body of St Mary's Catholic Primary School are committed to the principle of all children having equal rights of access, if this can reasonably be provided.

2.2. The admission of a child with Special Educational Needs to the School will be conditional upon:

- a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information.
- b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs.
- c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.
- d) Specific additional funding from the Local Authority, if required.
- e) Agreement about the stages for which entry is being offered. In particular, transition from another school will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education.
- F) Acceptance by the parents/guardians that some educational opportunities, which take place off site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in St Mary's Catholic Primary School.

3. Physical Environment

3.1. Within the school premises, we will ensure that as much of the school is accessible as is reasonably possible. The ground floor is wheelchair accessible for all children and their parents/carers. We will use the Ground Floor Hall for as many events as possible to ensure that the whole school community can access them, and that no-one is at a disadvantage due to disability.

3.2. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, more accessible fixtures and fittings.

4. School Procedures

- 4.1. The schools Premises Management & Risk Assessment Policy lays down basic procedures for the safe efficient use of the school buildings.
- 4.2. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

5. Curriculum Access: Teaching, Learning and Assessment

5.1. Pupils with disabilities should as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

5.2. We are committed to providing an inclusive education for all our pupils and have successfully supported pupils with a range of disabilities:
• hearing and sight impairment • physical disability • learning difficulties of varying degrees.

5.3. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's Special Educational Needs Policy.

5.4. Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will be constantly reviewed.

5.5. Advice is sought and followed from the appropriate national and local agencies, including OT, SALT, Visual Impairment and Behaviour Support specialists.

5.6. Support can come in a variety of formats through the school's intervention strategy: • Input from specialist teachers • Adaptation of teaching materials or strategies • Tailored interventions.

5.7. In constructing the school timetable, the school will give sympathetic consideration to individual needs.

5.8. Furniture, seating arrangements and the layout of the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

5.9. The SENCO will work with teachers to assess a pupil's need for support. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

5.10. The school has an ongoing programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils is carried out as required.

6. Curriculum

6.1. Pupils at St Mary's Catholic Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom, including those with disabilities. This has included: • Outdoor Education • Sports • Music • Clubs and activities • Excursions and trips

6.2. Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan.

6.3. The suitability of any event and the need for additional support is discussed fully with parents in advance.

6.4. Adaptive teaching strategies and tailored resources are used in teaching and learning daily to ensure that all pupils can access the curriculum.

7. Information for Pupils and Parents

7.1. Parents are routinely involved in reviewing provision for their child. The child will also be involved, depending on their ability and willingness to participate.

8. Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of the school community To ensure that school staff & governors are aware of access issues	a) Create access plans for individual disabled children as part of the IEP process.	As required	SENCO/Class Teacher/ Senior Leadership Team	IEPs are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) Ensure that staff, parents, governors and visitors can access areas of school.	As required	Headteacher	All staff, parents, governors and visitors are confident that their needs are met.
	c) Discussions with new parents and carers to let us know if they have problems with access to areas of school.	Ongoing	Headteacher	Continuously monitored to ensure any new needs arising are met.
	d) Staff to share SEND information with volunteers, Subject Teachers and coaches and support staff to ensure	As required	Class Teacher/SENCO	All staff who work with the child including Volunteers, Subject Teachers and coaches and support

	continuity of care for the children.			staff are aware of their needs and how best to support them.
To improve and maintain access to the physical environment	a) The school environment is adapted to the needs of pupils as required. This includes: • External ramped access to the building • Designated parking bay • Disabled toilets and changing facilities • Sensory Room on Ground Floor • Luminous exit signs • Yellow lines on external steps • Handrails b) Risk Assessments will be reviewed annually. Health and Safety audits will be carried out termly	Ongoing	SLT/Governors/Site Manager	Children and adults with disabilities will have access to a suitable toilet and facilities in order to increase independence Children and adults with disabilities will have designated spaces and resources within the school premises to facilitate their needs.
Ensure everyone has access to reception area	a) Ensure that ramp is accessible and that wheelchair access is not prevented.	Daily check to ensure the route is clear of obstructions	Site Manager	Reception Area is accessible for all.
Maintain safe access for visually impaired people	a) Ensure that any visually impaired people are guided where necessary. Invite them to come in and out before/after large groups of people. b) Check exterior and interior lighting is working on a regular basis. c) Put black/yellow hazard tape on steps and equipment to	As required Ongoing Ongoing	Headteacher/SENCO/Class teachers Site Manager Site Manager	Visually impaired people feel safe on school premises. The school premises are well lit so that everyone can see potential hazards. Potential hazards are highlighted for people who are visually impaired.

	help visually impaired child/adult.			
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils/adults. b) Ensure all staff are aware of their responsibilities in evacuation.	Annually Termly feedback in line with fire drills and evacuations	Headteacher/SENCO Headteacher	All disabled pupils and staff working with them are safe in the event of a fire. Disabled people including those in wheelchairs can be evacuated quickly and easily.

9. Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure that all staff have specific training on disability issues	a) Identify training needs at regular meetings.	Ongoing	SENCO/Headteacher	Raised confidence of all staff in supporting people with disabilities.
To increase staff knowledge of adaptive technology to enable access to learning for all pupils	a) Training in dictation tools and routine use of dictation tools b) Digital technology to be used to remove barriers to writing and to increase success in written recording	Ongoing	SENCO/All staff	Children with barriers to writing and reading have high success rate in written recordings using adaptive technology as part of everyday classroom practice.
Ensure all staff are aware of disabled children's curriculum access	a) Share information with all professionals involved with each child b) Unique Pupil Profiles in place with details of Curriculum adaptations	Ongoing Updated annually	SENCO SENCO/Class Teachers	All staff are aware of individual's needs. Children with disabilities are accessing the strategies and resources they need to be successful.
Ensure that all school visits and trips are accessible to all pupils	a) Ensure venues and means of transport are vetted for suitability.	Ongoing	Office Admin/SENCO	All pupils are able to access all school trips and take part in a range of activities.

	b) Develop guidance on making trips accessible		SLT /SENCO	
Review PE curriculum to ensure PE is accessible to all pupils	a) Review PE curriculum to include Disability sports b) Identify how support staff will support pupils with disabilities in PE c) Identify any specialist equipment or provision that will be needed	Ongoing	SENCO & PE Staff	All pupils have access to PE and are able to take part in lessons.
To review the Curriculum to ensure that it meets the needs of all pupils and reflects the diversity of society, with a particular focus on people with disability	a) Include specific reference to disability equality in curriculum reviews b) Promote awareness of people with disabilities through Assemblies and themed weeks such as National Inclusion Week c) Ensure that images and resources used in school include positive images of people with disabilities	Ongoing Ongoing Ongoing	SENCO/Headteacher /Subject Leaders	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
Ensure that disabled children can take part in lunchtime and extra-curricular activities	a) Discussion and planning with support staff and those who are involved in lunchtime supervision and running of clubs	As required	SENCO/All staff	Disabled pupils feel included and can participate in lunchtime and extra-curricular activities

10. Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion and access to information in all parent/teacher meetings and school communications	a) Ask parents about preferred formats for accessing information e.g. braille, other languages	Ongoing	SENCO/SLT	Staff more aware of preferred methods of communication, and parents feel included.