



St Ignatius Catholic Primary School

'Achieving our best by learning together and serving one another with Christ by our side'

Accessibility Plan

"Go set the world on fire"

Updated	
Date for review	

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1. 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.

In our school we aim to offer excellence and choice to all our pupils, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We have high expectations of all our pupils.

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 pupils, parents, staff and governors of the school.

2. 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.

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, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Pupils who have particular needs are well supported in our school and they make progress in line with</p>	<p>Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.</p> <p>Implement and review curriculum for all learners and ensure resources are being used for those with disabilities.</p> <p>Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.</p>	<p>Review if policies with Governing body.</p> <p>Curriculum Maps designed by subject leaders to ensure coverage and a broad and balanced curriculum.</p> <p>Learning walks to be carried out to ensure effective delivery of a differentiated curriculum for all pupils.</p>	<p>SLT</p> <p>SENDCO</p> <p>Class teachers</p> <p>Subject leaders</p> <p>Governors</p>	<p>ongoing</p>	<p>All policies reviewed and updated in light of the Equalities Act</p> <p>Lesson resources and Assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.</p> <p>Lesson and curriculum audits identify a number of positive examples of disability</p> <p>and no negative stereotyping.</p>

	<p>expectations in line with and above the national average</p> <ul style="list-style-type: none"> • Our Anti-Bullying and Behaviour Policies reflect the views of parents and pupils. • There are established and effective monitoring systems in place to track pupil attainment. <p>Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</p> <ul style="list-style-type: none"> • The school has developed curriculum initiatives to advance equality, for example by introducing particular texts that facilitate learning around diversity themes. • St Ignatius works with other schools in the borough and within the Academy Trust to ensure equality of opportunity. We work closely with our feeder school St Paul's to ensure sustained progress in transition from primary to secondary 	<p>Steps are taken to reduce and /or eliminate negative stereotypes of disability across the school and to promote positive understanding</p>				<p>Review of the curriculum ensures needs of all pupils are being met and that a number of positive examples of disability are evidenced and no negative stereotyping reported.</p> <p>IEPs are set with specific targets to ensure all children get the provision they need to support them in making progress in line with the expectations.</p>
<p>Improve and maintain access to the physical</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p>	<p>To ensure access arrangements are in place for all learners.</p>	<p>Audit of school environment</p>	<p>Head teacher</p>	<p>Ongoing</p>	<p>The needs of individual pupils are considered when deciding</p>

environment	<ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 					<p>classrooms.</p> <p>Classroom seating is considered for individual needs.</p> <p>Corridors are large enough for wheelchair access.</p> <p>Ramps are provided where necessary.</p> <p>Children have access to disabled toilets.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • PECS • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	To ensure children have information provided in a way so they are able to access their learning.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources e.g Braille / community languages etc.	SENDCO SLT	ongoing	<p>Continue to monitor delivery of information.</p> <p>Ensure delivery is done to suit the needs of the learners via varying prints, alternative methods.</p>

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by St Ignatius's Governing Body.

5. 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

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Our school is a two-story building.	Decisions around classrooms will be audited around children's need and accessibility.	Head teacher	Ongoing
Corridor access	Corridors are large enough throughout the school for wheelchair access.	Ensure that corridors are kept clear and safe at all times.	Head teacher	Ongoing
Parking bays	There is a parking bay with correct signage at the front of the school.	Ensure the parking remains empty for children, parents or visitors with disabilities.	Head teacher	Ongoing
Entrances	The entrance to the school is a clear and welcoming space. and can be accessed depending on the child need.	Ensure entrance to the school are kept in accordance to the disability access regulations.	Head teacher	Ongoing
Ramps	Access to the playground and outdoor areas is sufficient and can	To ensure all learning areas can be accessed by all children.	Head teacher	Ongoing

	be accessed, we currently have no wheelchair bound children within school.			
Toilets	There are 2 disabled toilets within the school with correct signage placed on them.	Ensure the toilets are always kept clear and usable for children, teachers, parents and visitors with disabilities.	Head teacher	Ongoing
Reception area	The reception area has a low-level reception desk in accordance with the disability access regulations.	Ensure the reception is in accordance to the disability access arrangements.	Head teacher	Ongoing
Internal signage	There is the correct signage allocated around the school for disabled toilets, fire exits and evacuation procedures.	Ensure the correct signage is used and any new accessibility features have the correct signage on them.	Head teacher	Ongoing
Emergency escape routes	All downstairs classrooms have a fire exit external and two internal staircases which provide immediate access to outside.	Ensure escape routes are kept clear and accessible at all times.	Head teacher	Ongoing