

Accessibility plan

St Clare's Catholic Primary School



Approved by: FGB

Date: 12/02/25

Next review due by: 14/02/2028

“St Clare’s Catholic Primary School is part of The Rosary Trust –
A Catholic Education Trust which is
a charitable company limited by guarantee registered in England and Wales (registered
number 8068528).

Registered office: Priory St, Colchester, CO1 2QB”

With Jesus we learn to love and love to learn

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1. Aims

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.

St Clare's has a very warm and welcoming ethos. We want all our children to enjoy school whilst being challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest standards. We offer broad and balanced curriculum that is designed to encourage the children to develop a love of learning as described in our mission statement 'With Jesus we learn to love and love to learn'. We offer support, encouragement and pastoral care to help them to achieve and be happy.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

St Clare's Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve 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.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The school has action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum

- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- School Handbook and Mission Statement

St Clare's Action Plan 2025-2028

Action plan

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

To improve the physical access to the environment at St Clare's Primary School

Target	Strategies	Time- scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	<p>To create access plans for individual disabled pupils as part of the EHCP process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through surveys, dojo and newsletters.</p> <p>Consider access needs during the recruitment process.</p>	<p>As required.</p> <p>Induction and on-going as required.</p> <p>Annually</p> <p>Recruitment process</p>	SENCO and Headteacher	<p>EHCP's in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p>
Layout of school to allow access for all pupils to all	Consider needs of disabled pupils, parents/carers or	As required.	Head/governor s/site manager/school	Re-designed buildings are usable by all.

areas.	visitors when considering any redesign.		l surveyor.	
Ensure access to the outside areas – the playground, field and garden to all.	Improve access to playground area during any re-design. Develop system to allow entry for wheel chair users.	Consider in any new developments.	Site manager/HT/Governors.	Disabled parents/carers/visitors feel welcome.
Improve signage and external access for visually impaired people.	Yellow strip to mark step edges.	On-going	Site manager	Visually impaired people feel safe in school grounds.
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.	As required Each September	SENCO and HT	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment.	Alternative equipment in place to ensure access to all hardware Liaise with VI/HI information with regard to the visual impaired and hearing impaired pupils.	On-going and as required. Software may be required. As required.	ICT	Hardware and software available to meet the needs of children as appropriate.
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from hearing impaired unit on the appropriate equipment	As required	LA hearing officers	All children have access to the equipment
All fire escapes are suitable for	Make sure all areas of the school can	On-going and as	Site Manager	All disabled staff, pupils and

all.	have wheelchair access in an emergency	required and as appropriate.		visitors able to have safe exit.
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Increasing access to the curriculum for disabled pupils .

Target	Strategies	Time- scale	Responsibility	Success Criteria
Training for teachers on adaptive teaching strategies to support access to the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	When Required	SENCO	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Ongoing	PE subject leader/SENCO	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Continue to review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Ongoing	HT/SLT	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the	Ongoing	SENCO/HT	The community will benefit by a more inclusive school and social environment

	current status of school			
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	As required	HT/EVC	All pupils on school site to access all educational visits and take part in a range of activities.

Improving the delivery of written information to disabled pupils.

Target	Strategies	Time- scale	Responsibility	Success Criteria
Availability of written material in alternative formats	The school will make itself aware of the services for the conversion of written information into alternative formats.	As and when require	SENCO	Delivery of information to disabled pupils improved
Availability of written material in alternative languages	The school will make itself aware of the services available in order to convert written information into alternative languages.	As and when required.	SENCO	Information is accessible to parents whose first language is not English
Make available school brochures, school newsletters and other information for parents in alternative formats/languages	Review all current school publications and promote the availability in different formats/languages for those that require it	As and when - when update policies and website etc. Reference that requests for materials etc. can be made to the school office.	HT/office staff	Delivery of school information to parents and the local community improved
Review documentation with a view of	Get advice on	As and when required.	SENCO/HT	Delivery of school information to

ensuring accessibility for pupils with visual impairment	alternative formats and use of IT software to produce customized materials.			pupils & parents with visual difficulties improved.
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