



# The Marist Catholic Primary School

## Accessibility Plan

Review Autumn 2026



The Marist School is committed to providing a an environment that are suitable and sufficient for all educational purposes which values and includes all students staff parents and visitors regardless of Special Educational Needs or Disabilities.

The Marist School is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

The Marist School is committed to improving the physical environment of the school, the curriculum within the school, and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and The Marist School Equality Policy.

This plan operates alongside The Marist School SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

The Marist School acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

The Marist School website will make reference to this Accessibility Plan.

The Plan will be approved by Governors and monitored through the Teaching and Learning, and the Resources Committee of the Governing Body.

## **Purpose of the Plan**

The purpose of this plan is to show how The Marist Catholic Primary School intends to ensure the accessibility of our school for disabled pupils.

## **Legal Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

## **Contextual Information**

The school building and outside areas are accessible for a child in a wheelchair. The building has a lift, as an alternative to steps, which is specifically designed for wheel chair use. Evac chairs are available for use in an emergency.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

## **Aims and objectives**

The Marist aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Our overriding aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
Identify pupils who have disabilities, including new entrants	Ensure current definition of disability is understood by all staff so pupils are identified and are not “missed out”.	Data	SENCO	☐ All staff has a clear understanding of current definitions of disability.	Annual
Enable participation by disabled pupils in all aspects of school life	Promote the inclusion of pupils with disability through “Pupil Voice”	Data is collected on participation	W & I Leader Extended School Leader, Curriculum Leader	☐ Pupils with a disability are represented through “Pupil Voice” and are supported in articulating needs of all disabled pupils.	Ongoing
	Pupils with disabilities and their parents/carers/ stakeholders identify the barriers they face in participating in the school community.	Set up formal process of consultation	Governing Body HT SENCO	<ul style="list-style-type: none"> <li>• A formal process exists for consultation with all stakeholders.</li> <li>• Consultation feedback identifies targets for plan.</li> <li>• Prompt action is taken to remove barriers.</li> </ul>	Ongoing

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
	Audit participation of pupils with disabilities to ensure that they are able to participate in all aspects of school life, including extracurricular activities and identify any barriers	External Specialist Agencies. Data is collected on participation	SENCO, Extended Schools Leader Curriculum Leader	<ul style="list-style-type: none"> <li>Records of participation are kept and monitored.</li> <li>Immediate action is taken to make “reasonable adjustments” for each pupil to remove any exclusion.</li> </ul>	Ongoing
	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not	Policy Written school statement	Governing Body HT	<input type="checkbox"/> People who have disabilities are welcomed to apply for jobs and are able to state that they have	Ongoing
	discriminate intentionally or unintentionally			been treated equally, regardless of outcome.	
	Information and advice is obtained from LA, external specialist and other agencies/schools on specific need, teaching and inclusion strategies as well as promoting good practice	LA Specialist agencies schools	Governing Body Headteacher SENCO Extended schools Leader	<input type="checkbox"/> School is regularly consulting external agencies for advice and information to have the necessary knowledge and expertise to meet the needs of pupils with disabilities	Ongoing
All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment.	All staff CPD	HT	<ul style="list-style-type: none"> <li>All staff have first aid training</li> <li>Staff working with a child with disabilities have specific and relevant training.</li> <li>All staff are showing confidence and competence in dealing with emergencies and unforeseen developments</li> </ul>	Ongoing
Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of plan through induction.	DDA Equality Act 2010 Data	SENCO	<ul style="list-style-type: none"> <li>Systems in place monitoring academic and social progression and differentiation.</li> <li>Parents/carers are involved in process.</li> </ul>	Ongoing

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
All Curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement	All subject leaders together with the Curriculum and Leader monitor all programmes and resources to ensure they are fit for purpose. All new staff to be aware of plan through induction. Ensure teaching staff develop their knowledge of different teaching and learning styles	Training	Curriculum Leader SLT Subject Leaders SENCO	<ul style="list-style-type: none"> <li>All Curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination.</li> <li>Teaching staff show competence and confidence in using different teaching and learning styles.</li> </ul>	Ongoing
All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities	All policies must be “live”, constantly updated and the basis of good practice to meet changing needs, as required. All new staff to be aware of plan through induction.	All staff Staff/team meetings Pupil Voice Parents/Carer	Governing Body HT SLT SENCO	<ul style="list-style-type: none"> <li>All policies are constantly updated in response to changing needs.</li> <li>Cohesive and robust policies promote a framework of current good practice.</li> </ul>	Ongoing
Ensure all staff and stakeholders are aware of School’s Single Equality Policy and Scheme and this Access Plan	Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff meetings. All new staff to be aware of plan through induction.	All staff and stakeholders	SLT	<input type="checkbox"/> All staff and stakeholders are implementing plan.	Annual
Eliminate all discrimination and harassment of disabled pupils/ stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed. New staff to be aware of plan through induction.	Allocated time Systems in place Monitoring time	HT, SLT SENCO All staff Pupil Voice Parents/carers	<input type="checkbox"/> Incidents of discrimination and harassment are zero.	Ongoing

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, Deaf Awareness and Learning Disability Week. Review EPR curriculum. Promote outside visits from disability groups.	Curriculum time Promotion of events	HT SLT SENCO All staff	<input type="checkbox"/> Pupils are demonstrating that they understand and have a positive attitude towards disability.	Ongoing
All pupils take the responsibility of helping each other to achieve their goals	Identify good practice in other schools. Formulate plan to include peer support and learning partners in each class	Allocated time	SLT All staff Pupil Voice	<input type="checkbox"/> The school has an effective system of peer mentoring and support in line with mission statement.	Ongoing
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls/information sessions	Allocated time Planning	SLT SENCO Office staff	<ul style="list-style-type: none"> <li>• The school is enabling pupils to learn and communicate through varied formats that are matching individual needs.</li> <li>• The school monitors all communication formats to ensure all stakeholders are able to receive information.</li> </ul>	Ongoing
Ensure ICT is appropriate for pupils with disabilities	Audit ICT provision. Provide training for staff to ensure they are confident in supporting pupils with disabilities to access resources, including ICT	Training ICT Resources	HT, SLT ICT Leader SENCO All staff	<input type="checkbox"/> School has an ICT policy and plan to benefit all pupils with disabilities <input type="checkbox"/> Teaching staff are competent and confident in using resources	Ongoing
All Staff and Governors undertake training	Ensure adequate opportunity to enable all staff and governors to carry out current legislation and meet action plan.	Training	DHT SENCO All staff	<input type="checkbox"/> Staff and governors are being trained to support the diverse needs of pupils with disabilities.	Three year plan

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
All staff make classrooms accessible	Circulate a “Reasonable Adjustments” classroom checklist to all staff. Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness.	Allocated time Planning use of space	HT SLT Premises Manager SENCO All staff	<ul style="list-style-type: none"> <li>Effective learning environments for pupils with disabilities have been maximised through:</li> <li>Planning use/changing space</li> <li>Lesson observation</li> <li>Sampling lesson planning</li> <li>Feedback from Pupil Voice</li> </ul>	Ongoing
Consult with pupils with disabilities and other stakeholders about improving access to school building environment	Formal consultation process half yearly. Issues identified by the consultation are considered to ensure that improved access meets the needs of pupils with disabilities.	Premises budget	HT SLT Governors Premises Manager	<ul style="list-style-type: none"> <li>A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make “reasonable adjustments”.</li> <li>Prompt action is taken to remove barriers</li> <li>Register of “reasonable adjustments” is maintained and consistently updated to improve access and safety</li> </ul>	Every 6 months
Consult with pupils with disabilities and other stakeholders to ensure the whole school grounds and other provision used by the school are considered	Areas other than those identified by the consultation are considered to ensure that the development of the school grounds and other provision meets the needs of pupils with disabilities.	Premises budget	HT SLT Governors Premises Manager	<ul style="list-style-type: none"> <li>A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make reasonable adjustments”.</li> <li>Prompt action is taken to remove barriers</li> <li>Register of “reasonable adjustments” is maintained and consistently updated to improve access and safety</li> </ul>	Ongoing



Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
Meet the requirements of current legislation in relation to access	The Governors' Finance and premises committee complete an annual access audit and undertake "reasonable adjustments" to improve access and space	Premises budget	Governors' Finance and premises Committee Premises Manager	☐ "Reasonable adjustments" made within agreed timescale to improve access and space.	Ongoing
Disabled parking and toilets	Keep under review the need for disabled parking. Continue audit disabled toilets.	Premises budget	Governors' Finance and premises Committee Premises Manager Office staff	<ul style="list-style-type: none"> <li>• Parking and toilets are clear and accessible to all</li> <li>• Signage has improved information and awareness</li> <li>• Office checks with visitors before arrival if they have particular needs</li> </ul>	Ongoing
Risk assessment enables pupils with disabilities to full access as far as possible.	Specialist advice sought. Training for staff in risk assessment for varied school activities to include: trips and extracurricular activities and trips and fire & emergency evacuation	Consultation and drafting of written risk assessments	SLT SENDCo Premises Manager	<ul style="list-style-type: none"> <li>• All staff trained in risk assessment including extracurricular activities and trips and fire and emergency evacuation.</li> <li>• Emergency procedures are in place and clearly understood by all. Have sound procedures in place for fire and emergency evacuation of people with disabilities from premises</li> <li>• Physical environment is improved through constant monitoring</li> </ul>	Ongoing