



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

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 Martha's we follow our vision statement, 'Our vision is to create a community based on Catholic faith and values where every child is empowered to be the best he or she can be, nurtured by outstanding teachers, staff and governors.' This is embedded in all we do; allowing all children to reach their full potential. Everybody at our school endeavours to follow Catholic values to ensure all children feel welcomed and included in all we offer. These values are taught to our children from the moment they arrive at St Martha's, so our children grow up with great understanding of inclusion, equality and compassion.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces

in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility plan

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

Aims	Current good practice	Actions to be taken	Person responsible	Date to be completed 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> <ul style="list-style-type: none"> • We use resources tailored to the needs of pupils who require support to access the curriculum. • We work closely with outside agencies to provide correct equipment for children who need it. • Adults who work closely with children who require extra support have training. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate 	<p>In Place</p>	<p>Head Teacher SENDCO Teachers</p>	<p>Ongoing</p>	<p>Monitored by Head Teacher and SENDCO.</p>

	for pupils with additional needs.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • The whole school is on one level. • Electronic doors operated with a button in the new building. 	In place	<p>Head Teacher</p> <p>SLT</p> <p>SENDSCO</p> <p>Site Manager</p>	Ongoing	Monitoring to make sure all available resources are still being used correctly and not being damaged/items blocking the way.
Improve the delivery of information to pupils with disabilities	<p>Our school uses a range of communication to ensure information is accessible:</p> <ul style="list-style-type: none"> • Laptops/I-Pads • Large Print resources • Braille (if required) • Pictorial or symbolic representation (PECS) • Social storied used where needed. • Some members of staff have key chains with familiar feelings/words for communication 	In place	<p>Head Teacher</p> <p>SLT</p> <p>SENDSCO</p> <p>Class teachers</p>	Ongoing	<p>Make sure this is happening in line with EHCP and LSP targets.</p> <p>Ensure that transition is clear to next class teacher.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SENDCO, Head Teacher and Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy

Reviewed May 2024

Next Review May 2027