



## St Mary's Catholic Primary

Glenure Road, Eltham, London SE9 1UF | 0208 850 7835  
office@stmary-rc.greenwich.sch.uk | www.stmaryrc.org.uk  
Co-Headteachers: Mr Jonathan Sims & Ms Clare Phipps  
Chief Executive: Mr David Garrido

# Accessibility Plan

St Mary's Catholic Primary School is an oversubscribed two-form school located in Eltham in the Royal Borough of Greenwich. The governors, senior leaders and staff have high aspirations for all pupils, ensuring successful outcomes at every stage.

We are committed to fostering an expectation of excellence within pupils to thrive academically, socially and spiritually. It is the mission of St Mary's to provide for our students the best possible quality of education, guided by the teachings of Christ and His Church.

The Gospel teachings and British values are embedded in our actions and words. These have influenced our school values (faith; respect; mercy; resilience; love; truth) and permeate through school life.

In September 2021 the school became one of the founding members of the South East London Catholic Academy Trust (SELCAT).

**Agreed by the governing body:** \_\_\_\_\_

**Review date: September 2024**



St Mary's Catholic Primary School is part of South East London Catholic Academy Trust, a charitable company limited by guarantee and registered in England and Wales with company number 13260387. The registered office is at Mary Magdalen House, Howson Road, London SE4 2BB.



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## 1. Purpose of Plan

This plan shows how St Mary's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/ carers and visitors. The Accessibility Plan is structured to complement and support the school's Equality objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## 2. Definition of disability:

Defined by the Disability Discrimination Act (DDA) 1995 A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/ her ability to carry out normal day-to-day activities.

## 3. Principles

The SEN and Disability Act (2001) extended the Disability Discrimination Act (2010) to cover education. Since September 2002, the Governing Body has three key duties towards disabled students under part 4 of the DDA

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so they are not at a substantial disadvantage
- To plan to increase access to education for disabled students, where such improvements to access have been identified.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- Equalities Act 2010
- SEND Code of Practice 2015



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We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles: and endorses the key principles in the NC 2014 framework and the SEND code of Practice 2015, which underpin the development of a more inclusive curriculum, setting suitable learning challenges, responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been actively encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits, while the school takes all possible identifiable measures to facilitate access and create an enabling environment.

St. Mary's Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- 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 non-disabled pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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 within a reasonable timeframe;



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- 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 timeframe. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### 6. Policies

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

- Curriculum Policy
- Equal Opportunities
- Health & Safety Policy
- Special Educational Needs Policy
- School's Local Offer SEND
- Behaviour Management Policy
- School Improvement Plan
- Prospectus

### Increasing the Extent to Which Disabled Pupils Can Participate in the School Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure all staff have specific training on disability issues.	Provide appropriate CPD related to SEND eg. Visual Impairment.	As required	SENCO, HTs	To develop staff knowledge of specific disabilities raising confidence of staff.



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<p>All staff to be aware of the needs of pupils with SEND or other medical conditions.</p>	<p>Information sharing when pupils move up to their next class.</p> <p>To create Individual Healthcare Plans according to need.</p> <p>Photos displayed in the staff room.</p> <p>Ensure Medi-Alert book is up to date.</p>	<p>As required</p>	<p>SENCO</p>	<p>To ensure all members of staff are aware of any pupil with SEND or medical condition and are aware of how to support them.</p>
<p>To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils.</p>	<p>Termly reviews of data.</p> <p>Discussion at termly pupil progress meetings.</p>	<p>Termly</p>	<p>Senior Leadership Team</p>	<p>Termly monitoring of the vulnerable groups to ensure progress is being made and evidenced.</p>
<p>To purchase resources to support pupil's access to the curriculum.</p>	<p>Purchase items such as writing slopes, coloured overlays/reading rulers, pencil grips, sensory equipment.</p>	<p>As required</p>	<p>SENCO</p>	<p>Monitor the effectiveness of the equipment.</p>



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All educational visits to be accessible to all.	Risk assessments to be completed for trips. Ensure venues are vetted for appropriateness. Invite the parents of the pupil to accompany the trip when deemed suitable.	As required	Class Teachers	All pupils in school able to access all educational visits and take part in a range of activities.
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### Improving Access to the Physical Environment of the School

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupil.	As required	SENCO, HTs	Staff aware of needs.
	Be aware of staff and governors access needs.	Induction Ongoing	HTs	All staff and governors are confident their need are met.
	Through meetings and conversations find out the access needs of parent/carers.	As required	SENCO, Class Teachers, HTs	Parents have full access to all school activities.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils when considering any redesign.	As required	Premises Manager HTs	All pupils to be able to access all parts of the school building.



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Ensure all disabled pupils can be safely evacuated.	Make sure all areas of school can have wheelchair access.	As required Ongoing	HTs, Wardens	All disabled pupils and staff working alongside them are safe in the event of a fire.
Ensure suitable equipment is available for visual impaired and hearing impaired pupils.	Seek support from VI and HI teams.	As required	HI team VI team	All pupils have access to the equipment and teaching.

## Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	<p>Provide information on the school website and letters in clear print and 'simple' English.</p> <p>School office will support and help parents to access information and complete school forms.</p>	Ongoing	<p>Website design team</p> <p>School office</p>	All parents to receive information in a format that they can access.



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<p>Individual Education Plans and Annual Reviews to be as accessible as possible.</p>	<p>Develop and produce clear and straight forward documents which can be accessed by all parents.</p>	<p>Ongoing</p>	<p>SENCO, Class Teachers</p>	<p>Feedback from parents on the clarity of the documents.</p>
<p>Improve the delivery of visual information in an appropriate format.</p>	<p>Provide suitably enlarged, clear print and use books with darkened lines for pupils with a visual impairment or braille where appropriate</p> <p>Produce information on coloured paper for those pupils affected by visual perception difficulties.</p> <p>To make coloured overlays and reading rulers readily accessible.</p> <p>To use a coloured background on interactive white boards.</p>	<p>Ongoing</p>	<p>SENCO, VI team</p>	<p>Accessible communication</p>