



St Mary's Roman Catholic Primary School, Burnley

Accessibility Policy

Reviewed: September 2026

Next Review: September 2027

Headteacher: Laura Bushell

SENDCo: Mrs Mary Haida

Our Commitment

At St Mary's RC Primary School, we believe that every child is made in the image and likeness of God. We are committed to creating a community where all pupils, staff, parents, and visitors are valued, respected, and able to participate fully in the life of the school.

We strive to ensure that all members of our school community can access the curriculum, environment, and information they need to thrive. This policy reflects our Catholic ethos, our mission to be inclusive and nurturing, and our duty under the **Equality Act 2010** to promote equality of opportunity for all.

Our Accessibility Policy supports our aim of building a school where everyone can learn and grow together in Christ.

Aims

The purpose of this policy and accompanying Accessibility 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, facilities and services provided.
- Improve the availability of accessible information to pupils, parents and visitors with disabilities.

St Mary's RC Primary School is committed to:

- Providing a learning environment that is inclusive and accessible to all.
- Removing barriers that may prevent individuals from participating fully in school life.
- Celebrating diversity and promoting understanding of all differences.
- Embedding a trauma-informed, relational approach so that pupils feel safe, supported and valued.

Legislation and Guidance

This policy meets the requirements of:

- **Equality Act (2010)**, Schedule 10: Accessibility for Disabled Pupils
- **SEND Code of Practice (2015)**
- **Children and Families Act (2014)**
- Department for Education (DfE) guidance: *The Equality Act 2010 and schools*

The Equality Act defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities. This includes sensory impairments (such as visual or hearing loss) and long-term health conditions (including asthma, diabetes, epilepsy and cancer).

Schools have a legal duty to make **reasonable adjustments** to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

Accessibility in Practice

Our commitment to accessibility applies to all areas of school life, including:

Curriculum

We ensure that teaching and learning are inclusive and accessible. Adaptations are made to teaching, learning, assessment and the wider curriculum. Staff use a range of strategies, resources, technologies and reasonable adjustments to ensure pupils can participate fully in learning, assessment, educational visits and extra-curricular opportunities. We provide additional support, assistive technology, and personalised interventions where appropriate so that all pupils can participate fully and achieve their potential.

Physical Environment

We work to ensure that our school site, classrooms, and facilities are accessible to everyone. This includes maintaining ramps, wide doorways, accessible toilets, and clear signage. Adjustments are made where possible to meet the needs of individuals with mobility, sensory, or medical needs. Where appropriate, the school provides sensory and regulation spaces to support pupils' emotional regulation, wellbeing and readiness to learn.

Digital Accessibility

The school website aims to meet the requirements of the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations and information can be provided in alternative formats upon request.

Communication

We strive to make all information accessible for parents, pupils, and visitors. This includes providing key documents in large print or alternative formats and using visual supports, symbol systems or translation services when needed.

Events and Activities

All school events, educational visits, after-school clubs, and enrichment activities are planned inclusively. Risk assessments consider accessibility needs, and reasonable adjustments are made to ensure that every child can take part in the life of the school.

Accessibility Plan

The school's Accessibility Plan addresses the three requirements of Schedule 10 of the Equality Act 2010 by detailing how the school will:

- increase access to the curriculum for disabled pupils;
- improve the physical environment;
- improve the availability of accessible information.

It is published on the school website and available as a printed copy upon request.

The plan is reviewed regularly by the **Senior Leadership Team**, **SENDCo**, and **Governing Body**, and updated to reflect progress, new priorities, and changes in the school environment.

Training and Development

We recognise that improving accessibility is a continuous process. Staff receive ongoing professional development on:

- Equality and inclusion under the Equality Act 2010
- Supporting pupils with SEND and disabilities
- Trauma-informed and relational approaches
- Communication and sensory needs
- Medical and physical support strategies

Training ensures that staff have the skills and confidence to make effective adjustments and provide inclusive teaching.

Monitoring and Review

Progress towards the aims of this policy is monitored through:

- Regular evaluation of the Accessibility Plan.
- Pupil and parent feedback.
- School environment and health & safety audits.
- SEND governor and leadership reviews.

Findings are reported annually to the governing body. This policy will be reviewed annually alongside the Accessibility Plan to ensure it remains compliant with legislation and reflects the changing needs of the school community.

Responsibilities

School Leadership:

Oversees implementation of this policy, ensures legal compliance, and promotes a culture of inclusion.

SENDCo:

Coordinates accessibility initiatives, supports staff, and liaises with parents and external agencies.

Staff:

Ensure lessons, resources, and environments are accessible and inclusive for all pupils.

Pupils and Parents:

Encouraged to share accessibility needs and feedback with the school so that we can work together to remove barriers.

Governing Body:

Monitors implementation of the policy and Accessibility Plan, ensuring that accessibility remains a school priority.

Feedback and Concerns

We welcome feedback from pupils, parents, staff and visitors about accessibility at St Mary's. If you have any concerns or suggestions, please contact the school office or the Headteacher.

Our **Complaints Policy** outlines how accessibility-related concerns can be raised and resolved.

Links with Other Policies and Documents

This policy should be read alongside:

- SEND Policy
- Equality Policy and Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- School Improvement Plan
- Accessibility Plan

Approved by Governors: _____

Date: _____

Signed:

Headteacher – Mrs Laura Bushell

Mrs Mary Haida – Deputy Headteacher & SENDCo

Mrs Kirsty Flynn – SEND Consultant