

St Dunstan's Catholic Primary School

Accessibility Plan

2025 - 2028

Prepared Summer 2025

Reviewed date: Summer 2028

Mission Statement

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down. Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

At St Dunstan's Catholic Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up and covers the period from July 2025-July 2028. It should be read in conjunction with our school's Equality policy.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- 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 and associated services.
- 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 able bodied pupils. 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 hand-outs, 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.

Target	Strategies/Actions	Outcome	Responsibility	Timeframe	Goals achieved
Equality and Inclusion					
Accessibility plan and Equality policy is an annual agenda item at Governors' meetings.	<p>Accessibility plan and Equality plan to be on monitoring cycle.</p> <p>The Equality and Diversity policy outlines our current equality action plan. We recognise that this is an on-going process, as the needs and expertise of staff will change over time.</p>	<p>Adherence to current legislation.</p> <p>Curriculum and all relevant policies are reviewed with staff and stakeholders to ensure a whole school awareness of issues relating to equality and inclusion.</p>	<p>Clerk to Governors</p> <p>Inclusion team</p>	<p>Policies follow an annual review cycle</p>	<p>Plans reviewed as per review cycle by Governors.</p>
Physical environment					
Ensure that all areas of school building and grounds continue to be accessible where possible, for all children and adults and to continue to improve the access of the physical environment for all.	Inclusion staff to audit accessibility of school buildings and grounds. Target areas for improvement in an action plan.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	<p>Inclusion team</p> <p>Premises manager</p>	Ongoing depending on need and changes to buildings/grounds	

Curriculum					
Continue training for teachers and support staff on different aspects of SEND when required.	<p>Review the needs of children with specific issues as required provide all relevant training in liaison with partner agencies.</p> <p>Use of one page profiles to inform staff of how to meet pupil needs.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>We recognise that this is an on-going process, and that needs and expertise will change with time</p>	Senior Teacher for Inclusion and Welfare and SENDCO	On-going.	The SEND training for staff is review each term as part of our ongoing professional development.
All out-of-school activities are planned to ensure the participation of all pupils.	<p>Review all out-of school provision to ensure compliance with legislation.</p> <p>Carry out pre-visit checks in order to ensure individual needs can be met. (record on school risk assessments and risk assessment for individual children).</p> <p>Ensure sufficient staff ratios including 1:1 or higher support where necessary for pupils with high level of need.</p>	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Class teachers with advice from Educational Visits coordinator and Senior Teacher for Inclusion and Welfare.	Reviewed annually. On-going.	Every effort is made to ensure that all children are included in visits. This includes medical training for staff attending so that children with specific medical needs may attend safely.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils will be enabled to be as independent as possible in the school environment.	Senior Teacher for Inclusion and Welfare	On-going	Class teachers adapt layout of classrooms to meet their children's needs.
Classrooms are designed to reduce the overall sensory input and be an optimum learning environment for all.	Classrooms displays use neutral colours with a reduction of unnecessary visual stimuli to help everyone focus on key learning. Classrooms are always kept clean and tidy to have an emotionally and neurologically calming effect. Class teachers use a combination of handwritten work and dyslexia friendly fonts.	All classroom environments will be low-stimulus in order to reduce cognitive load and allow all learners to thrive.	Class teachers	On-going	Class teachers to adapt their classroom environments to meet their children's needs.

Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	Inclusion Team and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	Inclusion leader and SENDCO with class teachers	On-going	Annually for SATs. Focus has been on using access arrangements for internal assessments too.
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Written/other information

Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Senior Teacher for Inclusion and Welfare	As needed	Use of Google translate when needed.
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Availability of written material in alternative languages	The school will use information and translations provided by bilingual staff and outside agencies such as the Family Support Programme and REMA for key information for EAL families.	School information will be available for all.	Senior Teacher for Inclusion and Welfare	On-going as needed	
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To continue improving communication for any hearing impaired member of the school community.	Continue the use of microphone and sound system for whole school events in the hall. Continue the use of radio aid systems as recommended and provided by the Physical and Sensory Support Service for any hearing impaired pupils. Consider seating and access in all classrooms where hearing impaired pupils will be learning.	Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.	Senior Teacher for Inclusion and Welfare	Review annually	New sound system in hall is far more supportive. Staff use radio aid to support pupils who need it. Seating will continue to be prioritised for children with hearing impairments.
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To ensure that the school website's accessibility is maintained in accordance with Web Content Accessibility Guidelines (WCAG) 2024	We want as many people as possible to be able to access the information provided on our school website. The school website's accessibility statement outlines the main accessibility features and our ongoing efforts to continually improve	The school website will remain compliant with WCAG guidelines wherever possible, taking into account the school exemptions and list of non-compliant content.	Senior Teacher for Inclusion and Welfare School Business Manager	Review Annually Next Review in October 2025	The school website will be continually reviewed and updated when necessary.
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