



We Grow and Learn with Jesus

St Anthony's Catholic

Primary & Nursery School

Accessibility Plan

Approved by: Imogen Barrett Walsh

Date: March 2023 – September 2026

Last reviewed on: September 2025

Next review due by: September 2026

This plan is in line with Hertfordshire's strategy for the inclusion of children and young people (CYP) with Special Educational Needs and Disabilities (SEND) in educational settings

1. Vision

At St Anthony's Catholic Primary School, we want all children with special educational needs and disabilities (SEND) to be included and valued, so that they can live happy and fulfilling lives.

We are committed to providing an inclusive curriculum that reflects and respects the diverse backgrounds, identities and needs of our pupils. We believe that every child deserves access to high quality education that supports their full potential.

In particular, we recognise the importance of identifying and striving to meet the needs of pupils with special educational needs and disabilities. Our curriculum is designed to be flexible, accessible and responsive, ensuring that all children can engage meaningfully in learning, participate fully in school life, and achieve their personal best.

We use a range of teaching strategies, resources and targeted support to promote equality in learning opportunities. By embedding inclusion into the heart of our curriculum, we aim to foster empathy, respect and a strong sense of belonging in every child – preparing them to thrive in a diverse and inclusive society.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- To enable all pupils, whatever their needs, to have access to the full range of curricular and extra-curricular activities.
- To improve the physical environment of schools to ensure, wherever possible, that accessibility is not a barrier to preventing pupils from attending their local schools.
- To ensure that information provided by a school is made available to pupils and parents with disabilities, alternative formats where required.
- To ensure that admissions processes to schools and other education providers are fair and enable pupils with SEND to access high quality provision that meets their needs.

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.

We believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. Inclusion is an on-going process that celebrates diversity. It involves the identification and minimising of barriers to learning and participation that may be experienced by members of our school community, irrespective of age, ability, disability, gender, ethnicity, language and social background. It also involves maximising resources to reduce these barriers.

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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Increase access to the curriculum for pupils with a disability	• High quality teaching is in place and high expectations are set for all pupils to develop independence • Our school offers a scaffolded or differentiated curriculum according to need • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Staff have the support, advice, information and training they require to effectively meet the needs of individuals	To ensure all schemes of work identify how to meet the needs of pupils with SEND and reflect this in their policies To follow the advice of professionals to best meet the needs of individual children, using high quality teaching in all curriculum areas and reasonable adjustments as appropriate	Co-ordinator's review their schemes to ensure pupils with disabilities can access the curriculum	Subject co-ordinators Inclusion Lead	Evaluated annually	All children with SEND are able to access the curriculum at a level appropriate to their ability REVIEW (SEPT 2025) Website updated to include 'Inclusive Curriculum' statement Curriculum policies reflect the needs of pupils with SEND SEND updates are discussed termly with the Governing Body and subject coordinators regularly feedback updates including SEND to the Governing Body
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • A lift in the St Francis building • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Appropriate support for children with VI and HI provided by Specialist Advisory Teachers		To complete an annual accessibility audit and termly accessibility checks	To paint yellow trim on external stair edges as advised by VI guidance	Head teacher Site Manager	Reviewed annually	All communal areas of the school site are accessible to people with disabilities REVIEW (SEPT 2025) Termly checks are completed with Headteacher and Site Manager and kept on file

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Seating and accessibility arrangements We keep parents well informed of workshops and support from external agencies, including links to the Herts Local Offer via our website.		To ensure that Support Plans reflect the needs of children with SEND, tailored to targets and interventions which may have been contributed by external professional support teams. To pass on external support links via newsletters and our website to inform parents of available support.	Class teachers complete Support Plans for children with SEND, in consultation with the INCo to ensure the curriculum can be delivered clearly, taking into account their needs. The website is updated regularly to provide links to external services of support. Regular support for families and children from the Southwest Herts Partnership Family Support Worker, and Mental Health Support Team.	Class teachers and INCo	Reviewed annually	Individual Support Plans reflect clear communication methods and links to external support as appropriate. REVIEW (SEPT 2025) SEND noticeboard updated with information Website and newsletters provide signposting Specific support targeted for individuals e.g. Vi and HI team

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Ensure fair admissions processes	Children with EHCPs have their admissions handled by the local authority SEN team Other children with SEN (but without an EHCP) apply to school through the normal application process		To ensure the admission processes comply with the School Admissions Code, the Equality Act 2010, the children and Families Act 2014 and other relevant legislation	Admissions Committee to ensure correct protocols are taken when considering admissions into Nursery, Reception and mid-year.	Head teacher Admissions committee	Reviewed annually	REVIEW (SEPT 2025) Admissions information up to date on website, including consultations and appeals processes

4. Monitoring arrangements

This document will be updated every 3 years but the Action Plan will be reviewed against targets annually. It will be reviewed by the Head teacher, SMT and teaching staff.

It will be approved by the governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality Scheme
- Special educational needs (SEN) information report
- SEND policy
- Supporting Pupils with Medical Conditions Policy
- Inclusion Policy
- Admissions Policy
- Intimate Care Policy