

St Theresa's Catholic Primary School

Statement of Accessibility and Accessibility Plan

Commitment to Equality and Inclusion

At St Theresa's Catholic Primary School, we are committed to promoting equality and inclusiveness for all members of our community. We believe that everyone, regardless of disability, age, gender, race, or background, should have equal access to our facilities, services, and educational opportunities. Accessibility is central to our planning and development, ensuring that all pupils, staff, parents, and visitors are valued and included.

We actively challenge negative attitudes towards disability and accessibility and foster a culture of awareness, tolerance, and inclusion. We recognise that pupils and adults may have diverse needs—educational, physical, sensory, social, emotional, spiritual, and cultural—and we strive to meet these needs to enable full participation in school life.

Our Vision

Aligned with our Catholic values, we aim to develop a knowledge and love of God through Christ as our role model. We celebrate diversity and success in all forms and are dedicated to personalised learning that supports every pupil to reach their full potential.

Definition of Disability

In line with the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our Accessibility Objectives

Our Accessibility Plan focuses on three key areas to improve access and inclusion for disabled pupils and members of our community:

1. Curriculum Access

- Increase the extent to which disabled pupils can participate fully in the curriculum, including teaching, learning, and extracurricular activities.
- Provide tailored support and reasonable adjustments to meet individual needs.

2.

Physical Environment

- Improve the physical environment of the school to enhance access to education, facilities, and services.

- Maintain and upgrade facilities such as disabled toilets, access routes, and specialised equipment.

3.

Information Delivery

- Improve the delivery of information in accessible formats, taking into account pupils' disabilities and preferences.
- Ensure timely and clear communication with pupils, parents, and staff.

Our Approach and Responsibilities

- We comply with the Equality Act 2010 and the Public Sector Equality Duty, making reasonable adjustments to policies, procedures, and practises to prevent discrimination and promote equality.
- We work collaboratively with disabled pupils, their families, and relevant professionals to identify and remove barriers to learning and participation.
- We promote positive attitudes towards disability and inclusion throughout the school community.
- We allocate appropriate resources to implement and regularly review our Accessibility Plan.
- We ensure staff and governors receive ongoing training and updates related to disability, accessibility, and inclusive practice.
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Contextual Information

- Our school building is approximately 60 years old, single-storey, with no stairs or steps, facilitating physical access.
- We currently have 211 pupils and 30 staff members.
- Our pupils include those with moderate and specific learning disabilities such as ASD and ADHD, serious medical conditions such as Type 1 diabetes and epilepsy and other medical conditions such as asthma and food intolerances.
- Comprehensive medical and safeguarding information is maintained and shared with staff to ensure pupil safety and wellbeing.
- First aid provisions are robust, with trained staff and secure medication storage.

St Theresa's Catholic Primary School Accessibility Plan (2025–2028)



Target Area	Strategies	Expected Outcomes	Timeframe
Risk Assessments	Conduct regular audits of classrooms, trips, and residential visits with external advice as needed to ensure safe access for disabled pupils.	Pupils with disabilities can safely access all learning environments and activities alongside peers.	Ongoing
Staff Training and Awareness	Identify training needs related to specific disabilities (e.g. epilepsy, type 1 diabetes, ASD, ADHD). Provide targeted professional development and guidance.	Staff confident and competent in meeting individual pupil needs; improved support and inclusion.	Ongoing
Physical Environment	Complete accessibility audits of buildings and grounds with governors; implement modifications as budget allows (e.g., ramps, signage, disabled toilets). Regularly inspect and maintain fire escape routes and safety equipment.	Enhanced physical access for all pupils, staff, and visitors; compliance with health and safety regulations.	Ongoing
Information Accessibility	Collect and update data on communication preferences of pupils and parents. Provide information in accessible formats (e.g., large print, audio). Offer alternative arrangements for events such as parents' evenings (e.g., phone consultations).	All stakeholders can access school information easily and participate fully in school life.	Start of each academic year and as needed
Communication and Collaboration	Maintain strong links with families, healthcare professionals, and external agencies. Regularly review individual pupil needs and adjust support accordingly.	Effective, coordinated support that removes barriers to learning and participation.	Ongoing
Monitoring and Review	Regularly review the Accessibility Plan with staff and governors, updating as necessary to reflect changing needs and legislation.	Continuous improvement in accessibility and inclusion.	Annual review

Contact and Further Information

For any queries or support regarding accessibility at St Theresa's Catholic Primary School, please contact the Headteacher, Mrs Sara Johnson or SENDCo. Mrs Lianne Rankin

This updated statement and plan reflect our ongoing commitment to creating a fully inclusive and accessible school environment that supports all pupils in achieving their potential.

Sources:

- Equality Act 2010 and Public Sector Equality Duty
- DfE SEND Code of Practice (2015)
- The Equality Act 2010 and Schools Guidance (May 2014)
- OFSTED Inspection Framework (current)