

St. Antony's Catholic Primary School



Accessibility Plan

Current plan: Autumn 2026

Governing Body approval: Autumn 2026

Review/revision: ongoing. A statutory three-year accessibility plan will be prepared for the next prescribed cycle commencing 1 April 2027.

Ethos

Our Catholic ethos is embedded in all aspects of school life as we place Christ central to all that we do and are influenced by the Core Christian Principles which underpin every policy and procedure which guide our day to day practice. Keeping our children safe at St Antony's is encapsulated in our Mission Statement and in our Philosophy and Overarching Aims for the school.

Our Mission Statement

At St. Antony's Catholic School, we celebrate our special talents as children of God:

- 1. We try to be like Jesus and always keep Him in our hearts.***
- 2. We work together in our homes, school and parish to share our gifts and learn together.***
- 3. We understand that we are all different and we respect each other regardless.***
- 4. We look after our world so that we may share it together in peace***

As by doing all these we ensure that we are all

'LEARNING TOGETHER IN GOD'S LOVE' each day

Philosophy/Overarching Aim

The school's safeguarding arrangements are set out in its Child Protection and Safeguarding Policy, which follows Keeping Children Safe in Education 2026. This Accessibility Plan focuses on disability accessibility under the Equality Act 2010.

The school promotes a child-centered, inclusive approach and considers the individual needs of disabled pupils when removing barriers to participation, access and information.

1. Aims of the Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

The responsible body must prepare and implement an accessibility plan under Schedule 10 of the Equality Act 2010. The plan must cover the prescribed three-year period and must be kept under review and revised where necessary. The school will align its next statutory three-year plan with the prescribed cycle beginning 1 April 2027.

St Antony's Catholic Primary School is 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.

This Accessibility Plan should be read alongside the school's SEND and Inclusion Policy, Equality Information and Objectives, SEN Information Report, site/access audits and relevant health and safety arrangements.

school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan was created in response to the recommendations made in our school's last access audit which took place in July 2023 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils. Increased access to the curriculum, physical access to the school, and access to information are particular to pupils with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the Equality Act 2010, the school must not discriminate against disabled pupils and must comply with its reasonable adjustment duties. Accessibility planning separately addresses longer-term improvements to curriculum access, the physical environment and the provision of accessible information.

-  Increase the extent to which disabled pupils can participate in the school curriculum
-  Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school



Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. The school curriculum is regularly reviewed by the Head teacher, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals.

This includes learning outside the classroom keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life. 2.

Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- Appropriate seating, acoustic conditioning and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Provision of tactile and kinesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular and frequent access to specialist support

3. Reasonable adjustments

The school will make reasonable adjustments for individual disabled pupils where required by the Equality Act 2010. Adjustments are considered on an individual basis and may include auxiliary aids and services where reasonable and appropriate. Physical alterations to premises are addressed through accessibility planning rather than the reasonable-adjustment duty itself.

These may fall under the following headings:

The building and grounds:

- Audio-visual fire alarms
- Assistance with guiding

Teaching and learning:

- A piece of equipment
- Extra staff assistance
- An electronic or manual note-taking service
- Readers for pupils with visual impairments

Methods of communication:

- A piece of equipment
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Induction loop or infrared broadcast system
- Videophones
- Readers for pupils with visual impairments.
- This Accessibility Plan will be kept under review throughout its period and revised where necessary. A new statutory three-year plan will be prepared for the prescribed cycle beginning 1 April 2027.

Signed by:

Head Teacher _____ Date: _____

SENCo _____ Date: _____

Governor _____ Date: _____

Priority Ratings

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS Budget costs have been included in the form of bands. N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

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.

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 all key stakeholders of our school in the development of this accessibility plan, including our pupils, parents, staff, governors and trustees.

2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and is informed by current DfE guidance on equality and disability duties in schools. [schedule 10 of the Equality Act 2010](#)[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.

The Equality Act 2010 defines disability by reference to a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The school will apply the statutory definition and consider individual circumstances. [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Schools are required to make reasonable adjustments for disabled pupils to avoid substantial disadvantage compared with non-disabled pupils. The school will also plan longer-term accessibility improvements across curriculum access, the physical environment and accessible information.

This plan forms part of the school's statutory accessibility arrangements and is read alongside the school's SEND Information Report, SEND and Inclusion Policy and Equality Information and Objectives.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities	To ensure the physical environment caters for the needs of all stakeholders	Review current facilities	Governors/SLT Inclusion local authorityd Class Teachers	On-going	Price for training to be determined
		Emergency Gate	Establish Emergency Gate on our KS2 playground to accommodate emergency vehicles (Fire, ambulance etc.)	Governors/SLT Inclusion local authorityd Office Manager	Summer 2026 - Completed	£3500.00
		Pedestrian entrance	To relocate the pedestrian entrance gate to the main school to make fully separate from the carpark entrance	Governors/SLT Inclusion local authorityd Office Manager	Summer 2024 - Completed	
		Car Parking Disabled Parking Spaces	Well lit and good natural light surveillance To further improve access to secure parking for all members of staff	Governors/SLT Inclusion local authorityd Office Manager	Summer 2025 - Completed	£3400.00
		Drainage and toilets	Decommissioning our old Victorian drainage and toilets	Governors/SLT Inclusion local authorityd Office Manager	Autumn 2024 - Completed	£28608.00

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
		Paving school car park	Re-paving and up-grading the school's car park	Governors/SLT Inclusion lead Office Manager	Summer 2024 - Completed	£31200.00
		Drainage	Installing the new drainage & pipe work routes for new boys, girls & staff toilets – to be built in Phase 2.	Governors/SLT Inclusion lead Office Manager	Summer 2024 - Completed	
		Bicycle Racks	Installing New Bicycle Racks in the car park for adults who ride to school (pupils have their bike sheds/areas on both KS1 and 2	Governors/SLT Inclusion lead Office Manager	Autumn 2024 - Completed	£1450.00
		Lighting	Lighting is provided around the perimeter of the school building	Governors/SLT Inclusion lead Office Manager	Autumn 2024 - Completed	£1897.95
		Disable toilet and Medical Room	Installing a new Disable Toilet and Medical Room	Governors/SLT Inclusion lead Office Manager	Autumn 2024 - Completed	£8,800.00
		Decommissioning the old boiler and heating system	Decommission the old boiler and heating system	Governors/SLT Inclusion lead Office Manager	Summer 2024 - Completed	£854598.00 total cost Paid amount £662313.45
		Installation of new boiler system	Installing new boiler system with new radiators and heaters in all classrooms, offices & meeting rooms	Governors/SLT Inclusion lead Office Manager	Summer 2024 - Completed	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
		Establishing new rooms	Establishing New Intervention/Teaching & learning rooms for pupils' in place of the decommissioned rooms	Governors/SLT Inclusion lead Office Manager	Autumn 2024 - Completed	£6900.00
		Creating a New Prayer Room	Creating a new Prayer Room/Mini-Chapel for RE as well as some small secure storage rooms for central resources	Governors/SLT Inclusion lead Office Manager	Autumn 2024 - Completed	
		Wheelchair access - KS2 playground to and from KS2 entrance	Install ramps to allow wheelchair access to and from the KS2 playground from the KS2 building entrance	Governors/SLT Inclusion lead Office Manager	Autumn 2027	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
Improve the delivery of information to pupils with a disability	Our school offers an adaptive curriculum for all pupils: - Visual Timetables - Now and Next Board - PECS - Print Enrichment - Toe by Toe - Intensive Interaction	To upskill all staff in the delivery of programs	Class Teachers SENCO SLT	T/A's	On-going	Price to be determined
	We use resources tailored to the needs of pupils who require additional support to access the curriculum		Class Teachers SENCO	Class Teachers SENCO T/A'	On- going	
	Curriculum resources include examples of people with disabilities	Resources from whole school training will be made available for everyone's use.	Class teachers	Class Teachers SENCO SLT	On-going	
	Curriculum progress is tracked for all pupils, including those with SEND		Class Teachers SENCO SLT	Class Teachers SENCO SLT	On-going	
	Targets are set effectively and are appropriate for pupils with additional needs		Class Teachers SENCO SLT	Class Teachers SENCO SLT	On-going	
	The curriculum is reviewed to make sure it meets the needs of all pupils		Class Teachers SENCO SLT		On-going	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	COST
		Resourcing New Intervention rooms	Purchasing of Mobile Flipchart Easel	Head Teacher	Autumn 2024 - Completed	£85.00 each
		Update training for both DSL to occur	DSL's to attend training	Designated Safeguard lead	Ongoing	
		Fresh Aid Training Course	To refresh/update pediatric training in EYFS and EFAW	SENCO	Ongoing	£160.00 each
		Drama Therapist	Therapist to join team	SENCO Head Teacher	Autumn 2024 - Completed	

STATUTORY THREE-YEAR ACCESSIBILITY PLANNING CYCLE

The school will prepare its next prescribed three-year Accessibility Plan for the statutory cycle beginning 1 April 2027. During 2026–27 this document will be reviewed and used to monitor current actions, identify barriers and inform the 2027–30 plan. The plan will be kept under review and revised where necessary.