St Polycarp's Catholic Primary School

Accessibility Plan

Updated October 2026

St Polycarp's Catholic Primary School is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

St Polycarp's is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St Polycarp's is committed to improving the physical environment of the school, the curriculum within the school and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and St Polycarp's Equality Policy.

This plan operates alongside the St Polycarp's SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

St Polycarp's acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

St Polycarp's website will refer to this Accessibility Plan.

The Plan will be monitored by the Governing Body.

The plan was last updated in October 2026

Objective: **To improve the extent by which disabled pupils can participate in the school's curriculum.**	**Progress:** • Disabled students follow the same curriculum as other students who are not disabled. • Disabled students are invited to attend all school trips and supported in doing so if needed. • Planning takes place in advance to enable students to participate in trips and extracurricular activities. • Communication and relationships with parents in this regard is strong. • Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met. • Students who take part in choir, for example, have their additional interventions moved to support this. • Staff routinely give additional time to ensure lessons are fully accessible. • Students who are disabled have achievement celebrated on all levels.	**Aims:** • To audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers. • To ensure **all** staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities. • To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition. • Brief all staff and ensure they have adequate training on meeting the needs of disabled students on trips and extracurricular activities. • Monitor the uptake and expand if possible the extra-curricular activities available to disabled students. • Training to be offered to staff on disability discrimination and creating an inclusive curriculum. • Ensure students with a disability are trained to use the	**By whom:** SENDCo and Head Teacher.	**By when:** Prior to child starting school and annually thereafter.

	• Laptops are adapted where relevant for disabled students. • Resources are user friendly and Student Passports/ Learning Plans are used by staff.	IT resources available and specific to their needs.		
To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of the educations, benefits, facilities and services offered by the School.	• Children are given additional time to transition around the buildings. • Lifts are offered to ensure that transition throughout the ground floor of both sites is accessible to all. • Disabled toileting facilities are in place and available on all floors. • Students who are disabled have access to disabled parking bays and flexible access to the school buildings and gates. • Adapt Physical environment where practical and financially viable to reflect the needs of disabled children without disadvantaging others. • To liaise with the Sensory and Physical team where appropriate to ensure that adaptions are in place for disabled students.	• To ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, handrails are available. • Ensure disabled parking arrangements are in place for all students with a disability and that the school is flexible about the use of these facilities. • St Polycarp's Disabled permits to be made to display if parking in marked bays. • To investigate reasonable adjustments in the lunch hall where appropriate. • To investigate the possible safe spaces on the ground floor of the building during unstructured times.	Head Teacher.	Prior to child starting school and annually thereafter.

To improve the delivery to disabled students of information which is readily accessible to students who are not disabled.	• Students work is routinely put in larger fonts when required. • All school information is displayed electronically so parents and students can access at home using compatible software or enlarging screens. • Parents are offered ground floor meeting rooms close to the reception area when meeting to communicate needs of students.	• All letters sent home should be in easy to read fonts and monitored to ensure readability. • Larger prints of letters and information should be made available to students regarding trips/ exam timetables etc.. if this is their normal working practice. • Training to be offered to staff on disability discrimination and creating and inclusive curriculum. • Investigate what other electronic devices the school can invest in to provide enhanced access to resources.	SENDCo and teachers.	Prior to child starting school and annually thereafter.
To ensure that pupils with severe allergies can safely access all aspects of school life through appropriate staff training, risk assessment, reasonable adjustment, and increased awareness across the school community.	• Pupils with severe allergies are identified through admission information, medical updates and communication with parents/carers. Individual healthcare plans and allergy information are in place where required. Staff are made aware of pupils with known allergies and the procedures to follow in an emergency. Arrangements are in place for safe participation in	• Review and update healthcare plans and allergy risk assessments at least annually, or sooner if a pupil's needs change. • Ensure relevant staff receive appropriate allergy and anaphylaxis training, including the use of adrenaline autoinjectors where required. • Complete risk assessments for curriculum activities. • Complete risk assessments for food related events, trips,	Headteacher SENDCo Office staff Class teachers First aid lead Catering provider Educational visit leader.	Ongoing Annually At admission and transition points. Before trips, visits and food related activities.

	lessons, educational visits, clubs, lunchtime provision and wider school activities.	residential visits and enrichment opportunities. • Maintain clear communication with parents/carers regarding allergy management, medication and reasonable adjustments. Increase awareness across the school community so that pupils with severe allergies are supported safely and sensitively.		