



“Let your words teach and your actions speak.”

St Anthony's Catholic Primary School, Shipley

Accessibility Plan 2026-28

Approved by Governors: September 2026

Review: September 2028

Section 1:

Our Mission statement:

Our Mission is to educate children in the spirit of the Gospel values and the traditions of the Catholic Church, nurturing the talents and potential of everyone. By placing Christ at the Centre of all we do, we embrace our core Catholic virtues of gentleness, forgiveness, and honesty. We witness the 'sacred grandeur' in each individual, treat each other with dignity and we serve each other. It allows us to raise our children within our Catholic faith and raise the citizens of the future who respect and love the world we live in.

To fulfil the Church's mission to evangelize and make Christ known to all, St. Anthony's Catholic Primary School is committed to:

- providing an education with Christ at the Centre and a strong sense of Catholic identity meeting the spiritual needs of all;
- being a welcoming, compassionate community, where all are equally loved and valued for who they are;
- being an affirming, challenging educational community committed to the search for excellence for all;

- working together as a family community, and with the Diocese of Leeds, to ensure the best possible Catholic education for our young people;
- working in partnership with other local schools, education providers and stakeholders in order to enhance the quality of provision for all;
- living out the social teaching of the Church, and thereby promote community cohesion;
- contributing in joyful hope to the creation of a society which is highly educated, skilled, fundamentally loving and generous.

Relevant Legislation

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

Definition of Disability

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Purpose of the Plan

This plan shows how St Anthony’s Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Developing the Plan

St Anthony’s Catholic Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Policies
- SEND Policy
- Health & Safety Policy
- School Improvement Plan

Focus of the Plan

The Accessibility Plan contains relevant and timely actions to meet our aims of:

- Improving access to the physical environment of the school (this includes improvements to the physical environment and physical aids to access education).
- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- Improving the availability of accessible information for disabled pupils.

It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual reminder each September. We ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

The School site is set upon several levels connected both internally and externally by several small sets of steps. The space around each of these steps makes fitting ramps and stair lifts both practically and financially impossible. With this being the case, it is unlikely that our school would be able to fully include and meet the varied needs of any children with complex mobility issues. An automatic door is a feature of our main reception area and is of benefit for those who would struggle to open what is a heavy door. There is a disabled toilet near the main entrance. Access to the centre of school (children's kitchen, library and main hall) is possible for wheelchair users through the car park, connected and children's kitchen fire door.

Curriculum

Through Planning for Individual Needs, we aim to provide as inclusive an approach as practically possible. Curriculum resources such as computer programmes, coloured overlays, specialist keyboards, pens and large print books are provided for pupils with specific learning needs.

Access Audit

The school is built on a sloping plot which incorporates one building with many external and internal small staircases. There are several access points from the outside to classrooms and the hall as well as numerous fire exits. Access to Class 1 from the playground is possible via a large gate and then 2 different entrance doors. Class 2 is accessible from the playground via a small staircase and is then set on two levels in the class. Class 3 is accessible through the cloakroom area but is split on two levels internally. Class 4 is on one level but access is through the corridor and down a small set of steps. Class 5 is accessible from the top playground and is one level. Access from all classrooms to communal areas, such as the hall, are only possible via steps.

The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans will be put in place as required.

Section 2: Action Plan

Improving access to the physical environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school improvement planning process considers such needs on a regular basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of their support plan process when required. Be aware of staff, governors and parent's access needs and meet as appropriate. Through questions and discussion find out the access needs of parents/carers Consider access needs during the recruitment process	As required Induction and on-going if required Annually Recruitment process	SENDCO Head Teacher Head Teacher Head Teacher	SSPs in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents have full access to all school activities Applicants are asked if process was fair as part of interview and asked if any adjustments are needed as part of application process. Access issues do not influence recruitment and retention issues
Layout of the school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head /Governors/ site manager/ school surveyor	Re- designed building are usable by all
Ensure access to reception area	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	Site manager	Disabled parents/carers/ visitors feel welcome

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation plans (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Ongoing	SENDCO SENDCO	All disabled pupils and staff working alongside are safe in event of evacuation
Ensure accessibility of access of IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required As required	ICT SENDCO	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment is provided in classroom when required	Seek support from LEA hearing impaired unit about the appropriate equipment	As required	LEA Hearing officers SENDCO	All children/parent and staff have access to equipment needed

Increase access to the curriculum for pupils with a disability

Improving teaching and learning lies at the heart of the school's work. Through self- review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits (including residential visits).

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence and skills of all staff in differentiating the curriculum for specific SEND needs	Be aware of staff training needs on curriculum access Assign CPD for aspects of disability, differentiation and recording methods Online learning modules if required Liaise with LEA SEND team and specialist practitioners as appropriate	On- going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Use ICT software to support learning	Make sure software installed when needed	As required	ICT SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff making trips accessible Ensure each new venue is vetted for appropriateness. Risk Assessment process (Evolve) and pre-visits help facilitate clear planning.	As required	Class Teacher	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school.	As required	PE co-ordinator	All to have access to PE and be able to excel

To ensure dietary considerations do not hinder access to curriculum	Gather information in early September and review with parents as necessary. Work with kitchen staff and make all staff aware of specific issues to ensure attendance is not affected through access to prohibited diet.	September and as required	Office staff SENDCO Class teacher Kitchen manager	No missed lessons related to food issues
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Improving the delivery of written information to pupils with a disability

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks and information about the school's events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Pupils able to perform to potential in statutory assessments	Use of Access Arrangements for tests as appropriate	Spring Term	SENDCO Y6/2 Teachers	All involved using scribes, readers etc as appropriate
Review information to parent/carers to ensure it is accessible	Provide information and letters in clear print School's office will support and help parents to access information and complete school forms	During induction On-going	Office Office	All parents receive information in a form they can access
	Ensure website and all documents accessible via the school's website can be accessed by the visually impaired	Current	Headteacher	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils with a visual impairment	As required	Class TA	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on disabilities and access information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible.	Pupil Voice included in process. Parents and all stakeholders invited to reviews.	On-going	SENDCO	Staff more aware of pupils preferred method of communication
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems, or symbols, large print etc. as appropriate.	Access to translators, sign language interpreters to be considered and offered if possible. Symbols used in class as appropriate.	As required	SENDCO	Pupils and/or parents feel supported and included