



St Edward's Catholic First School

# **ACCESSIBILITY**

# **POLICY**

Accessibility Policy  
FGB Approval  
Ratified: October 2025  
Review: September 2025  
Full document review: September 2028

## ST EDWARD'S CATHOLIC FIRST SCHOOL

St Edward's Catholic First School strives to provide a broad, balanced, and relevant Catholic education in which we recognise, through mutual respect, and our mission statement that *We See Jesus in Everything We Do*.

### 1. STATEMENT OF INTENT

The Governing Body of St Edward's Catholic First School adopted this Accessibility Plan in July 2020. Progress against the Accessibility Objectives set out in the plan will be reviewed annually and the entire document will be reviewed on a three-year cycle.

### 2. OBJECTIVES

At St Edward's Catholic First School, we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to ensure the accessibility of provision for all pupils, parents, staff and visitors to the school. The achievement of pupils is monitored by a number of factors including disability and we use this data to support pupils, raise standards, ensure inclusive teaching, make sure that all groups of pupils are achieving well and that all aspects of school life are accessible to all pupils.

Our Accessibility Policy will be reviewed every three years with our Accessibility Objectives reviewed annually.

The Accessibility Policy contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are prepared equally for life. This aspect covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **3. POLICY AND PRACTICE**

This Accessibility Plan takes due regard of legislation, namely: the Equality Act 2010 and Disability Discrimination Regulations 2005.

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

- Curriculum Intent
- Health and Safety Policy
- Special Educational Needs and Disabilities
- Positive Behaviour Policy
- School Improvement Plan

### **4. CONSULTATION AND INVOLVEMENT**

It is a requirement that the development of this plan and the Accessibility Objectives have been informed by the input of staff, children and parents. We have used the following to shape the plan:

- Discussions with parents regarding specific children's needs
- Feedback from pupils through pupil surveys, regular school evaluations and more specific input from school council
- Input from the leadership team
- Input from governors
- Input from staff through staff meetings/INSET
- Issues raised in annual reviews or reviews of progress on Individual Educational/Support Plans or EHCPs
- Model Accessibility Plans from the local authority and diocese

### **5. ROLES AND RESPONSIBILITIES**

#### **The role of governors**

- The governing body will review the Accessibility Policy in line with the three-year cycle and will review progress towards Accessibility Objectives.
- The governing body has set out its commitment to equal accessibility in this policy and it will continue to do all it can to ensure that the school is fully accessible to pupils, parents/carers, staff and visitors.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents/carers and pupils through decisions made at regular governor meetings- also see Accessibility Objectives.

#### **The role of the headteacher**

- It is the headteacher's role to implement the school's Accessibility Policy and Accessibility Objectives, supported by the governing body.

- The Headteacher has set out her commitment to equal accessibility in this policy and will continue to do all she can to ensure that the school is fully accessible to pupils, parents, staff and visitors.
- It is the head teacher's role to ensure that all staff are aware of the Accessibility Policy and Accessibility Objectives, and that teachers support the achievement of these.
- The Headteacher promotes the need for accessibility for all when developing the curriculum.

**The role of all staff: teaching and non-teaching**

- All staff will ensure that the curriculum and premises are accessible to all and will maintain awareness of the school's Accessibility Policy and Accessibility Objectives.
- Teachers support the work of ancillary or support staff and encourage them to ensure all areas of school life are accessible for all.

**6. REVIEW OF PROGRESS AND IMPACT**

This plan has been agreed by the Governing body. At St Edward's Catholic First School, we have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review our Accessibility Policy and accompanying Accessibility Objectives on a three-year cycle. Progress towards the objectives will be reviewed on an annual basis.