

Accessibility plan

Stella Maris Catholic Primary School



Approved by: Academy Committee

Date: 6th September 2025

Last reviewed on: September 2025

Next review due by: September 2028

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1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Stella Maris we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Stella Maris promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The plan will be made available online on the school website, and paper copies are available from the school office 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.

The school supports any available partnerships to develop and implement the plan. In particular, we follow all relevant policies and procedures agreed by the Kent Catholic Schools Partnership, the academy trust to which we belong (for further details please see their website at www.kcsp.org.uk).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, governors and members of KCSP Executive.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the KCSP Master Funding Agreement and the KCSP Handbook of Governance.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Increase Access to the Curriculum for Pupils with a Disability

Target	Actions	People	Resources	Timescale	Success Criteria	Monitoring
Develop staff expertise in SEND and inclusive practice	Annual training in autism, ADHD, speech and language, adaptive teaching and assistive technology	Inclusion Coordinator	CPD budget and staff meeting time	2025–2028	Staff demonstrate confidence in adapting learning for all pupils	SLT
Improve use of assistive technology to support learning	Audit software and devices annually; expand use of accessibility tools on laptops and iPads	Computing Lead / Inclusion Coordinator	ICT budget	Annually	Pupils with SEND can access learning more independently	SLT
Increase participation of pupils with SEND in clubs, trips and enrichment activities	Monitor participation and remove barriers where identified	SLT	School budget	Ongoing	Participation rates demonstrate equitable access	Governors
Strengthen pupil voice regarding accessibility and inclusion	Annual pupil surveys and SEND pupil feedback meetings	Inclusion Coordinator	Staff time	Annually	Improvements informed by pupil feedback	SLT
Ensure ICT supports all pupils, including those with disabilities	Continue software reviews and upgrades to maintain accessibility	Computing Lead	ICT budget	Ongoing	ICT provision remains accessible to all learners	SLT

Improve and Maintain Access to the Physical Environment

Target	Actions	People	Resources	Timescale	Success Criteria	Monitoring
Ensure the safety of all pupils when moving around the school	Maintain high-visibility markings; annual review of accessibility risks	Site Manager	Maintenance budget	Ongoing	Safe movement around the school site	SLT
Review Personal Emergency Evacuation Plans	Update plans annually and whenever needs change	Inclusion Coordinator	Staff time	Annually	Appropriate evacuation arrangements in	SLT

(PEEPs)					place	
Improve accessibility of outdoor learning and play areas	Audit outdoor spaces and address any access barriers	SLT / Site Manager	Capital and maintenance funding	2025–2027	Outdoor areas accessible to all pupils	Governors
Improve accessibility through signage and wayfinding	Review and install visual and high-contrast signage where appropriate	Site Manager	Maintenance budget	By July 2026	Easier navigation for pupils and visitors	SLT
Maintain ramps, handrails and accessible toilet facilities	Annual inspection and maintenance programme	Site Manager	Maintenance budget	Ongoing	Accessibility features remain fully operational	SLT

Improve the Delivery of Information to Pupils with a Disability

Target	Actions	People	Resources	Timescale	Success Criteria	Monitoring
Make documents available in alternative formats	Continue providing large-print, electronic and accessible versions on request	Administrative Officer	Staff time	Ongoing	Information accessible to all families	HT
Improve website accessibility	Complete annual accessibility checks and address identified issues	Website Lead / HT	Staff time	Annually	Website meets accessibility requirements	HT
Improve communication with parents and carers	Continue electronic communication and provide translation or alternative formats where required	Administrative Officer	Staff time	Ongoing	Families can access school information effectively	Governors
Increase awareness of accessibility support available	Publish accessibility information and support arrangements on the website	HT	Staff time	By July 2026	Parents understand available support	Governors

Ensure parents of SEND pupils can contribute to future developments	Continue annual SEND-related questions in parent surveys and review feedback	HT / Inclusion Coordinator	Staff time	Annually	Accessibility Plan informed by stakeholder feedback	Governors
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- KCSP Health and Safety Policy
- KCSP Equality Policy
- KCSP Equality Statement
- SEN & Disability Policy
- KCSP Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school’s physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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