



## ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

### ACCESSIBILITY POLICY

<b>Date of Approval</b>	<b>November 2025</b>
<b>Date of Next Review</b>	<b>November 2028</b>
<b>Review led by</b>	<b>Headteacher</b>
<b>Approved by</b>	<b>FGB</b>
<b>This Policy should be read in conjunction with the following documents</b>	<ul style="list-style-type: none"><li>• Health and safety policy</li><li>• Equality information and objectives (public sector equality duty) statement for publication</li><li>• Special educational needs (SEN) information report</li></ul>
<b>Notes</b>	

#### **School Mission Statement**

**Our Mission statement demonstrates our commitment to inclusion at English Martyrs school:**

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**To accept each individual as they are and to enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding**

***'A Learning Community in Christ'***

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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. As a Catholic school, we believe that everyone is made in the image of God and is equally loved by Him. As followers of Jesus, we believe that these principles should shape our day-to-day practice. This is demonstrated in our Mission Statement, which shapes and guides all of our policies and practices at English Martyrs. We also aim to ensure that our values of 'Community', 'Inspire', 'Belief' and 'Respect' are understood by all members of our school, and that children have the opportunity to develop their understanding of how these values shape their school life and their wider aspirations. We also ensure that the principles of Catholic Social Teaching are integrated within our curriculum and the day to day life of the school. In particular, the principles of **human dignity, the common good, solidarity, and participation** together demand the active inclusion of people with disabilities in all aspects of life.

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.

The school supports any available partnerships to develop and implement the plan. We work with other schools within our Deanery Partnership, and will seek funding support from the Diocese of Arundel and Brighton if we need make major adaptations to our learning environment to make it accessible for specific individuals. We also work with our local authority to improve our accessibility, requesting and acting upon the advice of specialist advisors as necessary. We are also part of the Durrington Family Group of schools and the Worthing Deanery, and will draw upon expertise within this group to improve our accessibility when need arises.

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 staff and governors of the school.

## 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.



	<p><i>needs of all children are discussed at length. Adaptations to provision are then made accordingly for groups or individuals. Class teachers and TAs use provision maps to document and review additional targeted intervention support.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Pupils on the SEND register have a pupil passport that is contributed to by the children themselves (as appropriate), their parents and their class teachers. These are created by the class teachers, in liaison with the SENCO and reviewed termly. New outcomes are set regularly and adaptations to provision made accordingly.</i></p> <p><i>We ensure that there is strong provision for CPD for teachers and teaching assistants so that they can meet the individual needs of children with disabilities.</i></p> <p><i>Weekly TA meetings focus upon ensuring that all pupils, including those with disabilities, receive the best possible support to enable them to make academic and social progress.</i></p> <p><i>We use PSPs, where necessary, to support the needs of individual pupils with disabilities, and are flexible in our approach towards</i></p>	<p>the children so that they have an understanding of the difference between equity and equality, and why equity is important within our school.</p> <p><b><u>Medium-term:</u></b></p> <p>To review the RSHE curriculum to ensure that it sufficiently reflects and also caters for the needs of a fully-inclusive school.</p> <p>To review the format of pupil passports, provision maps and PSPs to ensure that there is greater alignment between them and that effective use of this documentation</p>	<p>including sufficient examples of pupils with disabilities</p> <p>b) How well our children with disabilities are engaged and challenged by our curriculum, and where modifications need to be made.</p> <p>c) How well our children with disabilities are engaging with and understanding our vision and values</p> <p>For the RSHE lead to review the current curriculum model and identify areas where the coverage may need to be supplemented by additional curriculum learning, workshops or assemblies.</p> <p>For the SENCo to review current recording systems and update as required; adaptations to be explained to parents.</p>	<p>SLT leading / all staff and our school community</p> <p>SENCo</p>	<p>September 2026</p> <p>September 2026</p>	<p>learners. Reasonable adjustments and classroom strategies will be implemented to help support progress. Additional resources will be accessible for pupils with disabilities to use to help secure good outcomes.</p> <p>Pupil and staff conferencing will show that the RSHE curriculum is supporting children's awareness of disabilities and the role that disabled people have within our society.</p> <p>Documentation that details the support for pupils with specific needs will provide greater clarity – for parents / carers and staff - on the provision put into place and its</p>
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	<p><i>ensuring that their needs are met. The Managing Medicines policy is in place.</i></p> <p><i>For statutory assessments, we use the Access Arrangements documentation to ensure that we meet the needs of individual pupils and they therefore have every opportunity to demonstrate their abilities.</i></p> <p><i>Through the introduction of the RSHE curriculum, we are ensuring that an inclusive mindset is discretely taught and actively promoted within the school.</i></p> <p><i>The Therapeutic Approach has been integrated within our behaviour policy and is now far more embedded across the school. Parent surveys show that there is now much stronger agreement that the school teaches children to behave respectfully.</i></p> <p><i>We have established a relationship with Palatine School where we have a class of their children being educated on our site; being a 'hub' school has led to greater communication and closer working relationships between the schools, and means that children with a high level of need are now a more visible and integral part of our school</i></p>	<p>supports good progress for all.</p> <p><b><u>Long-term:</u></b></p> <p>A new national curriculum is being published in Spring 2027 to be taught from September 2028. There is a focus upon inclusive support for all abilities. From Spring 2027, planning for the delivery of this new curriculum will be prioritized in staff CPD and school resourcing.</p> <p>We are becoming an OPAL school in 2025-26; as we work through the accreditation system we will ensure that play opportunities are fully inclusive and also identify opportunities for our grounds to be used more effectively for provision for children with disabilities during curriculum time as well as playtimes.</p>	<p>For CPD opportunities to be planned and utilised to ensure that we are prepared to deliver the new curriculum from September 2028 for all of our learners.</p> <p>(This will become a whole-school priority, but it cannot yet be planned until the publication of the new curriculum.)</p> <p>To work through the OPAL programme in reviewing our school grounds and the effectiveness of our play provision for all; for changes to be made to ensure that play is fully inclusive, more engaging and supports children in achieving their full potential.</p>	<p>SLT leading &amp; all staff.</p> <p>SLT, staff, governors and parent representatives.</p>	<p>Spring 2027 onwards.</p>	<p>effectiveness.</p> <p>The new curriculum is being taught from September 2028; pupil conferencing and data shows that children of all abilities are being represented and supported.</p> <p>The views of all stakeholders evidence that children are gaining more from play opportunities in the school; play is clearly inclusive and effectively supports the needs of children with disabilities.</p>
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	<i>community.</i>					
Improve and maintain access to the physical environment	<p><i>English Martyrs Catholic Primary School is a ground-floor only building, which ensures that access to the physical environment of the school is straight-forward for wheelchair users. We do not need any ramps, elevators or lifts within the school.</i></p> <p><i>The only room within the school that is on a different level is the Hut, which is currently being used by the Puffin class from Palatine School. There is a ramp in place.</i></p> <p><i>There is one disabled toilet in the main building, with also serves as a medical room, and there is another disabled toilet within our Year 6 classroom. There is also a disabled toilet in the Hut.</i></p> <p><i>We do not have changing facilities or a separate medical room, and would need to ask the Diocese of Arundel and Brighton for their support in making provision for this in the building, should the need arise.</i></p> <p><i>The corridors are all sufficiently wide around the school to ensure that wheelchair access is possible throughout the school. All classroom doors have visibility for wheelchair users.</i></p> <p><i>There is one disabled parking bay</i></p>	<p><b><u>Short-term:</u></b></p> <p>To review the use of space in the disabled changing room so that there is more room, if required, for intimate care.</p> <p><b><u>Medium term:</u></b></p> <p>Continue to risk assess the ramp to the hut to make sure that it is still accessible; carry out maintenance as required. Ensure that disabled parking space is more clearly marked out.</p> <p><b><u>Long-term:</u></b></p> <p>If there is any proposed remodeling of the school, plan for the provision of a separate medical room to the disabled toilet.</p>	As required.	Office staff  Business Manager / Premises Manager  HT / Business Manager / Governors	January 2026  Ongoing.  Ongoing, if required.	<p>Sufficient space in school for the intimate care policy to be easily followed.</p> <p>Disabled access to the hut will be maintained and a clear parking space will be available.</p> <p>We will be able to make provision for children with a higher level of physical need, such as those requiring regular intimate care.</p>

	<p><i>within the school.</i></p> <p><i>Within the school, we have a space – ‘The Nest’ - where the children can spend time for group and individual Emotional Support.</i></p> <p><i>We have recently employed a new full-time premises manager who is on site during the school day; this will mean that improvements that are needed to make the physical environment more accessible can be put into place promptly.</i></p>					
<p>Improve the delivery of information to members of our school community with a disability</p>	<p><i>Our school tries to ensure that information is accessible to those represented in our school community.</i></p> <p><i>We ensure that children with dyslexic-tendencies have the opportunity to use coloured overlays / record their ideas in books with coloured pages.</i></p> <p><i>We try to ensure that letters home are simply written to assist understanding. Office staff are available to support parents with this where necessary.</i></p> <p><i>Through our use of the MCAS app, it is possible for newsletters etc. to be translated into a reader’s home language to make communication more accessible.</i></p>	<p><b><u>On-going:</u></b></p> <p>To maintain an awareness of the communication needs of our children and their parents and respond accordingly by, for example:</p> <ul style="list-style-type: none"> <li>• Ensuring that there are dual language books available if children join us with a low and early stage of language acquisition.</li> <li>• Ensure that any parents with English as their second language can access materials produced.</li> </ul>	<p><b><u>Short-term:</u></b></p> <p>On-going monitoring of needs.</p>	<p>HT / SENCo / Office staff</p>	<p>On-going</p>	<p>Information will be delivered effectively for parents / children with a disability.</p>

		<ul style="list-style-type: none"><li>• Where there is a visual difficulty, we will make our best endeavors to provide appropriate material.</li><li>• Having half-termly drop in sessions with the SENCo to ensure that communication about how we support children's needs to accessible to all.</li><li>• Signposting parents with communication needs to Early Help so that they are supported to gain full access to the resources available to them.</li></ul>				
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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 Full Governing Body.

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	N/A		
Corridor access	Corridor access is sufficient across the school	Ensure that lunch trolleys do not impinge on corridor access.	All staff	On-going
Lifts	N/A	N/A		
Parking bays	One disabled parking bay	Monitor that this space is reserved for members of the community with disabilities and not used by other parents. Communicate this to parents with request for a permit to use it.	HT	On-going
Entrances	All entrances to the school are on the flat and are fully accessible.	N/A		
Ramps	There is one ramp within the school to the Hut.	Continue to maintain this.	Business manager / Premises Manager	On-going

Toilets	There are three disabled toilets; one in the main building, one in the Puffin class and one in the Yr 6 classroom.	Continue to maintain these; ensure that the one in the main building is fully accessible as it is also used for medical room storage.	Business manager / Premises Manager / office staff	On-going
Reception area	Doors can be easily used as double doors should the need arise.	N/A		
Internal signage	All internal signage is currently in English as this reflects our current demographic.	Monitor the demographic of the school; amend as necessary.	HT / SENCo	On-going
Emergency escape routes	All emergency escape routes are easily accessible. The only one that is more problematic is from the PPA room as this involves a step down and there is not the space for a ramp.	Ensure that disabled visitors are aware of this and either a) use a different exit or b) that we know that they may need some support if they are in this part of the building when the fire alarm goes off.	Office staff	On-going