SS Peter & Paul
CATHOLIC PRIMARY SCHOOL

Accessibility Plan

2026–2029

Approved by	**Full Governing Body**
Date approved	**September 2025**
Last reviewed on	**October 2026**
Next review due by	**September 2027 (annual review of a three-year plan)**
Plan period	**September 2026 to August 2029**
Policy lead	**Mrs Pushpa Bimson, SENCO and Pastoral and Inclusion Lead**
Version	**2.0 (supersedes version 1.0, September 2025)**

‘Learning Together, Achieving Together in Christ’

Version control

Version	Date	Summary of changes	Approved
1.0	September 2025	Accessibility plan with action plan and blank audit.	FGB
2.0	October 2026	Stated the three-year plan period required by Schedule 10 of the Equality Act 2010. Replaced the expired action plan (target dates of July 2025) with a 2026–2029 plan. Rewrote the third strand, which must cover written information for disabled pupils rather than signage only. Replaced the reactive "if a disabled child joins" approach with the anticipatory duty. Added personal emergency evacuation plans. Started the accessibility audit, which was blank. Resolved the conflict over who approves the plan.	**[CONFIRM: FGB approval date]**

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The plan covers a period of three years and sets out how the school will:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school so that disabled pupils can take better advantage of education, benefits, facilities and services;
- improve the delivery of information to disabled pupils, in formats that take account of their disabilities and any preferences expressed by them or their parents.

Our school aims to treat all its pupils fairly and with respect. This means providing access and opportunities for all pupils without discrimination of any kind. Our aims reflect how we approach equality and accessibility, especially:

> *We celebrate the diversity within our community knowing that we all belong to God's family.*

The duty to make reasonable adjustments for disabled pupils is anticipatory. We plan ahead for the needs of disabled pupils who may join the school, not only for pupils already on roll.

The plan is available on the school website, and paper copies are available on request. The school is committed to making sure staff are trained in equality issues under the Equality Act 2010, including disability. The school works with the London Borough of Merton and the Archdiocese of Southwark to develop and implement the plan.

The school's Complaints Procedure covers this plan. Anyone with a concern about accessibility in school can use that procedure to raise it.

2. Legislation and Guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and the DfE's advice for schools on the Equality Act 2010.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a "substantial" and "long-term" adverse effect on their ability to carry out normal day-to-day activities. "Long-term" means it has lasted, or is likely to last, at least 12 months. "Substantial" means 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. The SEND Code of Practice uses the same definition.

Schools must make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage compared with pupils who are not disabled. This includes providing auxiliary aids and services. Physical alterations to buildings are not covered by the reasonable adjustments duty, which is why this plan sets out how the physical environment will be improved over time.

3. Current Position

3.1 Access to the curriculum

- The curriculum is adapted for all pupils, and resources are tailored for pupils who need support to access it.

- Curriculum resources include examples of people with disabilities.
- Progress is tracked for all pupils, including disabled pupils, and targets are set appropriately for pupils with additional needs.
- The curriculum is reviewed periodically to make sure it meets the needs of all pupils.

3.2 The physical environment

The school is on the ground floor, except for the Year 6 classroom and the staffroom, which are on the first floor. The environment is adapted with:

- ramps;
- wide corridors;
- disabled parking bays;
- electronic gates;
- accessible toilets and changing facilities;
- library shelves at wheelchair-accessible height;
- equipment to support pupils' physical and occupational health needs.

If a pupil, parent or member of staff with a mobility impairment needs access to a first-floor room, the school will move the class or activity to the ground floor.

3.3 Information for disabled pupils

The school uses a range of methods to make information accessible, which may include internal signage, large print, Braille, induction loops, and pictorial or symbol-based communication.

4. Action Plan 2026–2029

Strand	Objective	Actions	Person responsible	Date	Success criteria
Curriculum	Keep access to the curriculum under regular review	Review curriculum opportunities, including educational visits, for accessibility as part of subject leaders' monitoring	SENCO; subject leaders	Annually, each summer term	Monitoring shows every subject is accessible to disabled pupils
Curriculum	Make sure disabled children and families are represented in texts and resources	Audit the library and class texts; buy books that represent disability positively	English leader; SENCO	July 2027	Audit complete; representation improved in every year group
Curriculum	Staff plan for accessibility as a matter of course	Training for all staff on adapting teaching for pupils with physical, sensory and communication needs	SENCO	Spring 2027, then annually	Lesson visits show adaptations used consistently

Strand	Objective	Actions	Person responsible	Date	Success criteria
Curriculum	Disabled pupils take part fully in trips and clubs	Include accessibility in every visit risk assessment; review take-up of clubs by disabled pupils	Educational Visits Co-ordinator; SENCO	Ongoing; reviewed annually	Every disabled pupil takes part in trips and at least one club
Physical environment	Make sure all access equipment is working safely	Check ramps, gates, accessible toilets and changing facilities	Site Manager	Half-termly	Checks recorded; faults fixed promptly
Physical environment	Make steps and stairs safe for pupils with visual impairment	Mark the edges of stairs and steps with contrasting colour; check surfaces	Site Manager	July 2027	All steps marked
Physical environment	Plan for access to first-floor rooms	Agree how a class would move to the ground floor if needed; consider options for first-floor access in the premises plan	Headteacher; School Business Manager	July 2027	Written contingency in place; options costed
Physical environment	Safe evacuation for every disabled pupil	Write a personal emergency evacuation plan (PEEP) for every pupil who needs one; practise in fire drills	SENCO; Site Manager	Within two weeks of a pupil joining; reviewed annually	PEEPs in place; drills show safe evacuation
Information	Provide written information in accessible formats	Offer letters, homework and reports in large print, symbol-supported or other formats on request; ask parents about preferred formats at admission	SENCO; school office	July 2027	Requests met within a week; preferences recorded
Information	Make sure signage is accessible to all pupils	Learning walks with pupils to judge how accessible signage and displays are; report findings to the Site Manager and governors	Support staff; SENCO	Termly	Pupils report signage is clear; actions completed
Information	Make the school website accessible	Check the website against accessibility guidance and fix issues	Website manager	December 2026, then annually	Accessibility statement published; issues fixed

5. Monitoring Arrangements

This plan covers the period from September 2026 to August 2029. It is reviewed every year, and may be reviewed and updated more often if needed. It is approved by the Full Governing Body.

6. Links with Other Policies

This plan is linked to the following policies and documents:

- Risk assessments
- Health and Safety Policy
- Equality Information and Objectives statement (Public Sector Equality Duty)
- SEND Policy and SEN Information Report
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date
Number of storeys	Mainly single-storey; Year 6 classroom and staffroom on the first floor	Contingency plan to move a class to the ground floor	Headteacher	July 2027
Corridor access	Wide corridors	Keep corridors clear	Site Manager	Ongoing
Lifts	N/A			
Parking bays	Disabled parking bays	Check marking annually	Site Manager	Annually
Entrances	Electronic gates; step-free main entrance			
Ramps	Ramps at specified fire exits	Check condition half-termly	Site Manager	Half-termly
Toilets	Two accessible toilets and changing facilities	Check equipment half-termly	Site Manager	Half-termly
Reception area	Lowered counter **[CONFIRM: hearing loop?]**			
Internal signage	Signage in place	Learning walks with pupils	SENCO	Termly
Emergency escape routes	Ramps at fire exits	PEEPs for pupils who need them	SENCO; Site Manager	Ongoing