



St Matthew's Catholic Primary School

Accessibility Plan

Agreed by the Governing Body on	Autumn 2025
Review Date	Autumn 2028
Person Responsible	Headteacher

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Updated: NEXT REVIEW October 2028

At St Matthew's Catholic Primary School we believe that every child should 'let their light shine'. We want all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards and take account of pupils' varied life experiences and needs.

Definition of disability

Children have a disability if they present with a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This is taken from The SEN Code of Practice which draws upon the Equality Act (2010).

Purpose of the plan

There are three key areas to be addressed in the plan; these are to:

1. Increase the extent to which children with disabilities can participate in the curriculum
2. Improve the physical environment of schools to enable children with disabilities to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to children with disabilities

Contextual Information

St. Matthew's is a single form entry small and friendly primary school for children aged 4 – 11 years. We are a happy school, where everyone is valued and given the opportunity to 'let their light shine.' With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment. The school was built in June 1954, it is situated in a residential area surrounded by housing with little on street parking. Pupils come from a range of socio-economic backgrounds with 17% FSM and 10% SEND. Other schools locally include Valley View, Jarrow Cross and Trust schools St. Joseph's and St. Bede's, Jarrow and St. Aloysius.

The building has a large hall and is used for Celebration of the Word, assemblies, Breakfast Club and PE. There is a small dining hall area for eating and serving lunches. There is a disabled toilet in school, which is located opposite the school office.

Wheelchair access is available all throughout school as doors are wide enough for a wheelchair to pass through, there are no raised sills within doorways.

The main entrance to the school has ramped access. Assistance can be requested via the intercom.

The pupils access to the building is raised and the children use steps to gain entrance. The steps are highlighted with 'orange nosing' to support pupils with Visual Impairment. We do have a portable ramp to assist access to these entrances. There is also ramped access to the main hall to allow easy access to visitors joining our school community events.

There is accessible parking (through the visitor car park and near to the main gate entrance to the site).

The visitors car park can be used as a 'drop off' point and is situated close to the main entrance. Spaces are not marked but this will accommodate 5-6 cars.

Current Range of known disabilities

The school has a number of children (and parents) with a range of disabilities which include ASD, ADHD, moderate learning difficulties, vision and hearing impairments.

Increasing access for disabled pupils to the school curriculum

Ensuring success for all and fostering a love of learning is fundamental to St Matthew's Catholic Primary School.

All children can participate fully in the broader life of the school, including attending age appropriate after school clubs, leisure and cultural activities and educational visits.

Area – Increasing access for disabled pupils to the school curriculum				
Target	Action	Timescale	Responsibility	Outcome
Increase confidence of all staff in adapting the curriculum	Staff training needs on curriculum access Staff ensure SENDCO is aware of any concerns regarding any child's specific difficulty	On-going and as required	SENDCO	Raised staff confidence in strategies for adapting the curriculum and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Staff access appropriate CPD	As required	SENDCO	Raised confidence of all staff
Staff are aware of disabled children's curriculum access	Individual plans for pupils with disability Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Educational visits to be accessible to all	Guidance for staff on making trips accessible	As required	HT/EVC	All pupils in school able to access all educational visits
Review PE curriculum to ensure accessible to all	Gather information on accessible PE and disability sports	As required	PE subject leader	All to have access to PE and be able to excel

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Premises are discussed at each meeting of the Local Governance Council and Committee reviews such needs on an annual basis or sooner if the need arises.

Area – Improving access to the physical environment of the school				
Target	Actions	Timescale	Responsibility	Outcomes
Aware of the access needs of disabled pupils, staff, parent/carer and visitors	To create access plans for individual disabled pupils as part of the PP/EHCP process when required. Consider access needs of parents/carers, LAC and visitors. Consider access needs during recruitment process. Consult with appropriate agencies – physio therapy, physical needs team	As required/ Annually	SEND CO Headteacher	PPs/EHCP in place for disabled pupils and all staff aware of pupils needs Have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school allows access for all	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign. Consult with appropriate agencies – physio therapy, physical needs team Accessible parking bays and visitor car park suitable for 5-6 cars Internal and external doors around building are wide enough for wheelchair access Parents who have a blue badge for themselves or their child can access school site when	As required	Headteacher, Premises Manager	Re-designed buildings are usable by all

	locked at start and end of school day.			
Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	As required	SENDSCO & Maintenance/ health and safety supervisor	All disabled pupils and staff are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall	As required Software may be added as required	ICT Manager	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Wheelchair access to all areas of the building Wheelchair user to have nominated person to support in case of evacuation.	On-going and as required and as appropriate	Estates/Caretaker/ Headteacher/ health and safety representative	All disabled staff, pupils and visitors able to have safe evacuation plan
Walkways around the outside of the school building are safe and pose no hazards.	Walkways around the school are kept in good state of repair There is a bin on the walkway at the entrance to prevent litter debris. Site Supervisors regularly "litter pick" and sweep to keep walkways clear. Good street lighting on walkways inside the school perimeter.	Ongoing	Maintenance/ health and safety supervisor/site supervisor	All visitors to external areas of school can access this safely.

Improving the delivery of written information to disabled pupils and families

Written information that is normally provided by the school to its pupils must be available to disabled pupils, for example, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Area – Improving the delivery of written information to disabled pupils and families				
Target	Actions	Timescale	Responsibility	Outcome
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print using understandable English and limiting specific terminology/jargon. Support parents to access information and complete school forms Website and home learning platforms accessible to all	Ongoing	SLT Office staff EVC Staff responsible for maintaining website Classroom staff	All parents understand the school information they access.

This policy will be reviewed annually or in accordance with any new legislation.