



St. Catherine's
RC Primary School

School Accessibility Plan

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			Yes
Approved By (Committee / Group)	Full Governing Body		
Date Approved	30 th March 2023		
Date Ratified by FGB	30 th March 2023		
Date Published	30 th March 2023	Is this to be published publicly on the school website?	Yes
Review Date	Spring Term 2026		
Target Audience	Teachers, support staff, parents		

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Statement of intent

St. Catherine's R.C. Primary School aims to treat all stakeholders, including pupils, staff, governors, visitors and other members of the school community favourably and is committed to taking all steps to avoid placing anyone at a substantial disadvantage. The school therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This plan outlines how St. Catherine's RC Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). This plan is linked to our Accessibility Policy.

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** - the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** - the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** - the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** - this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** - this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** - this includes those with visual impairments and sensitivities
- **Auditory disabilities** - this includes those with hearing impairments and sensitivities
- **Comprehension** - this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Target	What	Who	When	Outcome	Review
Short term	To ensure weekly swimming provision is accessible for all disabled children.	Work with SEND team and Local Authority to identify best provision.	Headteacher, SENDCO	By September 2023	All children will be able to access curriculum swimming provision.	September 2024
	To ensure disabled access for all school visits and trips, including transport access	Ensure appropriate risk assessments and arrangements are in place to ensure safe and equitable access for trips and visits.	Class teachers, SENDCO	By September 2023	All children will be able to access school visits and trips.	September 2024
Medium term	To support children in receipt of Pupil Premium funding in accessing a range of curricular and extra-curricular areas, including sports, music and trips.	Allocation of Pupil Premium funding to be made available to finance access.	Pupil Premium Lead, School Business Manager	Summer Term 2024	All children will be able to access curricular and extra-curricular opportunities.	September 2025
	To improve staff knowledge and skills to support children with SEND, including dyslexia, ADHD, SEMH needs and autism, to ensure full access of the curriculum.	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, Deputy Headteacher, SENCO	Summer Term 2024	Staff members have improved knowledge and skills to support pupils with SEND.	September 2025

Long term	To improve curriculum provision for children who are International New Arrivals or have English as an Additional Language to ensure they are fully supported to become increasingly able to access the English curriculum.	Facilitate appointing an EAL subject leader to improve provision and support for staff and children. Training for staff on how to effectively facilitate learning for children with EAL.	Class teachers, SENDCO, senior leaders	Summer Term 2025	Children who are International New Arrivals or have English as an Additional Language are effectively supported and become increasingly able to access the English Curriculum.	September 2026
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Planning duty 2: Physical environment

	Target	What	Who	When	Outcome	Review
Short term	To be aware of access needs of all disabled stakeholders.	Annual audit of physical environment	Senior leaders and governors	Summer Term 2023	School is accessible for all stakeholders.	Summer Term 2024
	Ensure the safe evacuation and lockdown of all children and staff with SEND.	Review of fire risk assessment and lockdown procedures.	School Business Manager	Autumn Term 2024	Safe evacuation is in place for all.	Autumn Term 2024

Medium term	To ensure all building plans take account of current SEND and access needs.	Building fund applications to take into account needs of SEND children and staff. Revised building plans to ensure provision in place for SEND children and staff.	Headteacher, School Business Manager, Governors	Autumn Term 2024	Children and staff with SEND are not disadvantaged in their access of the school building.	Autumn Term 2025
	To improve the learning environment of pupils with visual impairments and dyslexia.	Incorporation of appropriate colour schemes	Class teachers	Autumn Term 2024	Learning environment is accessible to pupils with visual impairments.	Autumn Term 2025
Long term	To ensure disabled access to Year 6 classrooms.	Ramps to be installed so that children can access the area outside the Year 6 classrooms.	Headteacher, School Business Manager	Summer Term 2025	Outside area of Year 6 classrooms is accessible to children with physical disabilities.	Summer Term 2026
	To facilitate the implementation of a hoist to support with toileting in disabled toilet.	Larger disabled toilet space to be built into building plans so that a hoist can be installed.	Headteacher, School Business Manager, Governors	Summer Term 2025	Disabled toilet on KS2 corridor is adapted to support the toileting needs of older children with disabilities.	Summer Term 2026
	To ensure all building plans take account of future possible SEND.	Building fund applications to take into account possible future needs of SEND children and staff.	Headteacher, School Business Manager, Governors	Summer Term 2025	Building plans take account of future possible SEND and therefore improve accessibility for children and staff who, in time, come to be part of our school family.	Summer Term 2026

		Revised building plans to ensure provision in place for possible future SEND needs.				
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Planning duty 3: Information

	Target	What	Who	When	Outcome	Review
Short Term	To improve parent understanding of school attendance policy.	Create a parent-friendly leaflet, outlining key information from our attendance policy in an easy-to-access leaflet format.	Headteacher, Pastoral Lead	Autumn Term 2023	Parents will have a good understanding of our school attendance policy, increasing ability to follow it.	Autumn Term 2024
Medium term	To provide further support for children and families who come to England as refugees or asylum seekers.	To liaise with the Local Authority, external agencies and charities to access additional support for refugee children or asylum seekers.	Senior Leaders, SENDCO, Pastoral Lead	Autumn Term 2024	Children and families who come to England as refugees or asylum seekers will be well supported by our school community.	Autumn Term 2025
Long term	School to identify ways to make information and support available to all parents and carers, including those who have English as an	Facilitate appointing an EAL subject leader to improve provision and support across school.	SENDCO, Senior Leaders, Pastoral Lead	Autumn Term 2025	All families will feel well supported by our school community.	Autumn Term 2026

	Additional Language and those with SEND.	Facilitate Pastoral Lead and Family Liaison Leader training to improve ability to support all families.				
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Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.