

Accessibility Plan

Our Lady and Saint Bede Catholic Academy



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Aims of the Accessibility Plan

This Plan outlines how the 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).

A person is regarded as having a disability under the 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.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School 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 School 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 School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school 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 audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all students.</i> Information regarding any disability or health condition is sought in our early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our annual data updates.</p> <p>Regular review of curriculum offer ensuring that the new Ofsted framework is adhered to.</p> <p>Audit of the curriculum to take place Academic Year 2025-26</p>	Headteacher, SLT, SENCO	Spring 2026	<p>Broad and balanced curriculum offer caters for the needs of all groups including students with disability</p> <p>Management and teaching staff are aware of the accessibility gaps in the curriculum</p>

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
<p>Number of floors in St Marys and St Bedes Block</p> <p>The school is built upon a range of levels and has varying corridor widths.</p>	<p>Bespoke arrangements are made to ensure that pupils with a disability can access all their classes in school. Extra time is given to pupils who need additional support to move around the building, they may also be accompanied by a Teaching Assistant.</p>	Leadership	On-going	All pupils can access all classes and have the same learning experience.
<p>Corridors, Aisles & Doors</p> <p>All corridors are suitable in size to accommodate wheelchair access.</p> <p>Some doors are only accessible to manual wheelchairs, not power chairs.</p>	<p>The site team are proactive in ensuring that corridors remain clear of obstructions.</p> <p>BM looking into power assisted doors in St John Paul ii building.</p>	BM & Site team	On-going	Pupils with mobility issues can access all buildings.
Lifts	Lift in St Mary's block is currently de-commissioned but can be serviced and brought in to use if required.	BM	If necessary	Access to 2 nd floor A Block.
Car park	On-site car parking for staff and visitors include dedicated disabled parking bays. Monitor disabled bays and ensure that they are used for their intended purpose.	BM & Site Team	On-going	Access to car park is fit for all.

Entrances & Reception	Entrances to school buildings are either flat or ramped and all have wide doors – bar St John Paul ii building. Timetables of individuals to be reviewed to ensure access to all classes.	BM & QofE team	On-going	Access to school buildings fit for all.
Toilets	The School has individual toilets sited at various points throughout the School and Sports Facilities. Maintain cleanliness of the facilities	Cleaners & Site Team	On-going	Individual toilets kept to the same standard of cleanliness as all toilets.
Emergency lighting (internal and external)	The School has internal and external emergency lighting to provide clear and well-lit access. Checks and monitoring to continue.	BM	On-going	Access / egress routes are well lit internally and externally.
Emergency escape routes	The School has internal emergency signage and escape routes are clearly marked. Emergency signage and escape routes are updates when needed. Statutory evacuation processes are checked through the completion of 'Drills' throughout the academic year.	BM & Site team	On-going	Emergency routes are clearly identifiable, and that the school community continues knows them well.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Raise the awareness of adults working at and for the school on the importance of good communications systems	Attend training courses, governors to be included. Translate letters to GRT/EAL parents/pupils	SLT	On-going	Awareness increased across all stakeholders.
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.	Contact LA and other external agencies as required.	Headteacher Deputy Headteacher SENCO	As required	Information provided in alternative formats
School website is not accessible to children with SEND	Audit of website	SLT	Termly	Website is fully accessible

Accessibility Audit

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors Lead have disabilities, both inside its buildings and on its grounds.

How to use this audit

The audit will be carried out at least once every **3** years. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Guidance notes are attached at the end of the audit to help prompt enquiry. Actions should be collated into broad issues for carry over to the Accessibility Plan.

An audit for all types of disability

While conducting this audit, schools should consider all kinds of disabilities or impairments, which may include:

- **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, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
Our Lady and Saint Bede Catholic Academy	17 th June 2025

Audit completed by	Role
D Pinnock	Deputy Headteacher