



## **Accessibility Plan**

### **Our Lady and St Thomas Catholic Primary,** **Willington**

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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	Audit of the curriculum	Headteacher, teachers, SENDCO	Summer 2025	<p>Management and teaching staff are aware of the accessibility gaps in the curriculum</p> <p>Staff members have the skills to support pupils with SEND – adaptive teaching</p> <p>Hearing Loop fitted to support pupils with hearing impairment. Radios used by teaching staff of MGP. Staff CPD.</p>
Increased access to EAL team	Pupils with EAL to be assessed by the team to ensure we have the correct provision in place.	Head teacher, SENDCO	Ongoing	EAL pupils are supported effectively to access the curriculum.
Increase participation in all school activities	Leaders to analyse Wrap Around provision with a focus on SEND and Pupil Premium Participation. Identify any potential barriers.	Head teacher, SENDCO	Summer 2025	<p>Subsidised Wrap Around Care for those with the most need.</p> <p>Increased Wrap Around Care to include Nursery. Lunchtime Clubs offered.</p>

## Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Leaders to ensure school's physical environment is accessible	<p>Audit of physical environment</p> <p>New Nursery build to be fully accessible.</p> <p>Shower fitted for those requiring intimate care.</p> <p>Change facilities built for Nursery provision.</p>	Head teacher Building surveyors/ contractors	Summer 2025	<p>School building is fully accessible.</p> <p>Shower facility upgraded into main toilet facility.</p> <p>Nursery is fully equipped to meet the needs of all children.</p>
Learning environment/sensory area	OLST to create a quiet space/sensory area and for it to be part of our curriculum offer in a central area easily accessible.	Leaders SENDCO	Autumn 2025	Learning environment is accessible to pupils with SEMH in order to support regulation.
Staff member with back issue that is classed as a disability	Add a handle rail to staffroom to support anyone with back issues.	Leaders	Summer 2025	Staff can safely navigate the steps in and out of the staffroom.

### Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Ensure EAL parents have access to an interpreter when needed.	Link with Durham University for access to interpreters when needed.	SENDCO	Summer 2025	School is aware of local services for converting written information into alternative formats or sharing information in meetings.

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Parental additional needs/ disabilities unknown	In parental questionnaire in Autumn term include a voluntary section for parents to share any additional needs they may have so we can help and support.	Head teacher SENDCO	Autumn 2025	Written information is fully accessible to parents with additional needs.
School needs to ensure its website is accessible to everyone, such as the incorporation of translation features and audio reading.	Media Surgery and IT technician Support	HT	Autumn 2025	Website is accessible to everyone, and incorporates translation features and audio reading.

