



Bishop  
Hogarth

Catholic Education Trust

# Accessibility Plan

## St Augustine's Catholic Primary School



### Document Management:

|                       |                     |
|-----------------------|---------------------|
| Date Policy Approved: | June 2025           |
| Date Amended:         |                     |
| Next Review Date:     | June 2028           |
| Version:              | 1                   |
| Approving Body:       | Standards Committee |

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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**

- Staff who are arranging an offsite trip will discuss with parents and the SENCO any requirements needed and the suitability of any trip which the school is taking part in. We will then discuss any additional requirements that we will need to put into place to ensure that all children can take part.
- We support children on off-site visits and are flexible in our approach to residential visits.
- We are working constantly to improve the delivery to disabled pupils information which is readily accessible to pupils who are not disabled.
- We organise sound reducing equipment for sensory needs
- We organise rooms and areas so that children who need to hear information free from distractions can do so
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### **Planning duty 2: Physical environment**

- All of our school is fully wheelchair accessible.
- Disabled toilet facilities are located in the school
- We have a changing room for additional personal care needs.
- We access and buy specialist equipment as recommended by professionals e.g. Occupational Therapists and previously Hearing Impairment.
- Identified areas of school for work stations and safe spaces and break out areas
- Set up a sensory area that is constantly updated

### **Planning duty 3: Information**

- We organise resources in large print format
- Documents can be read for parents who require it
- Documents are available in home languages if required