



**Bishop
Hogarth**

Catholic Education Trust

Accessibility Plan

St Bede's 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
Staff do not know whether the curriculum is accessible and appropriate.	Audit of the curriculum through school improvement visits. SENco audits/ book scrutinies and lesson observation. Progress and attainment data for SEND child analysed half term via pupil progress meetings and intervention mapping.	Headteacher, teachers, SENCO Class teachers Tas	Summer 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum. action quickly taken to address gaps in learning and slow progress. The curriculum is fully accessible to all with reasonable and timely adjustments
Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired	Comprehensive occupational health programme and assessments. this is backed up with a specialist equipment and occupation therapist weekly support.	SENDco Head Future steps occupational therapist.	Ongoing - revied reagualry	Dexterity difficulties are supported/removed for children to access the curriculum offer.
Children on the ASD spectrum are not able to access the full curriculum	Audit of the curriculum through school improvement visits. SENco audits/ book scrutinies and lesson observation. Progress and attainment data for SEND child analysed half term via pupil progress meetings and intervention mapping. Intensive support through visual timetable, speech and lang therapy in school early intervention, Use of ICT to support communication difficult. introduction of basis singing in early years.	NHS speech and lang service Occupational therapists. La send team	Ongoing Reviewed regularly.	Children diagnosed with ASD are able to access the whole curriculum.

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
This is backed up	Make available alternative space for children Cost/viability of lift for both of these spaces not viable.	Headteacher		All children will have access alternative appropriate space for selected interventions. All corridors are suitable in size to accommodate wheelchair access. The caretaker is proactive in ensuring that corridors remain clear of obstructions.
Children with physical disabilities cannot access lower school field and play equipment	Handrails have been fitted onto steps. Quote for chicane pathway has been sought.	SBM/building contractors	Summer 2022	School fields are fully accessible

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
School information is available to all stakeholders that is user friendly. Special concessions can be made when an individual needs access to specialised format	Make stakeholders aware that specialist formats are available on request. Liaise with ICT to ensure that website can be in accessible (audio) format for the future .	Head of school ICT dept ICT lead	Summer 2022	school information sharing will be accessible to all supported formats
School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2022	Website is fully accessible