

Accessibility Plan

St Cuthbert's Catholic Primary, Hartlepool

Document Management:

Date Policy Approved: 7th July 2025

Date Amended:

Next Review Date: 30th June 2028

Version: 1

Approving Body: Standards Committee

Contents:

Aim of the Accessibility Plan

1. The Accessibility Audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

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

Possible Issue	Action to be taken	Lead	When	Outcome
School trips may not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Autumn 2025	Planning of school trips takes into account pupils with SEND and accessible to all

Planning duty 2: Physical environment

Possible Issue	Action to be taken	Lead	When	Outcome
Children with physical disabilities cannot access some school buildings	Portable ramp to be purchased as required to allow access to portable cabins	Headteacher	<u>As required</u>	School buildings are fully accessible at ground level.

Currently the school has no disabled parking bays	No bays are marked in car park at all and carpark very small. Disabled bay to be marked in and used accordingly	Headteacher	Autumn 25	Disabled bay available for all visitors who require it
---	---	-------------	-----------	--

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
No issues at present				

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

This audit is an example of a tool used by an existing school within the Trust (St John's Catholic School & Sixth Form College) and should be adjusted to the conditions of each school.

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
St Cuthbert's Catholic Primary, Hartlepool	17 th June 2025

Audit completed by	Role
Joanne Wilson	Headteacher

St Cuthbert's ACCESS AUDIT

Feature <i>For example:</i>	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				
To ensure all trips are accessible to all SEND pupils	Educational visits and trips chosen must be accessible to all	Training for staff on how to ensure the needs of SEND pupils are considered and managed when planning educational visits.	Joanne Wilson Headteacher	December 2025 – Autumn term
Access to the physical environment – See guidance note 2				
Number of storeys in building	The school is built upon a range of levels and has stairs and no lifts. As the school cannot install lifts access is possible to all ground floor classrooms and corridors. Classes would be planned accordingly	Bespoke arrangements are made to ensure that students with a disability are able to access the ground floor in the main building and ramps at the front of school. Extra time is given to students who need additional support to move around the building.	Leadership	On-going
Corridors, Aisles & Doors	All corridors are suitable in size to accommodate wheelchair access. The caretaker and SLT are proactive in ensuring that corridors remain clear of obstructions.	Caretaker and SLT to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	Caretaker Staff on duty	On-going
Car Parks – no disabled bays	School has very small carpark, no bays are marked. Staff park on road.	Disabled bay to be marked in and kept for that purpose.	Headteacher	Autumn 2025

Entrances & Reception	Entrances to the school are either flat or ramped and all have wide doors. Areas where access may be difficult (Portacabins) has no access as no ramp	Timetables of individuals to be reviewed to ensure the portacabins are not used as the teaching areas for those groups. Possible ramp if funds allow	Leadership - Timetable	In preparation for new year and reviewed as necessary
Toilets	The School has 1 disabled toilets	Maintain cleanliness of the facilities	Cleaners	Ongoing
Internal signage	The School has internal directional signage identifying key areas as well as indicating the flow of movement.	Signage to be internally reviewed and ready for new systems and strategies regarding the physical environment.	Leadership	Ongoing monitoring of all access in and around school
Means of escape	The School has internal emergency signage and escape routes are clearly marked.	Checks and monitoring to continue.	Caretaker SLT	On-going
Emergency lighting (internal and external)	The School has new internal and external emergency lighting to provide clear and well-lit access.	Checks and monitoring to continue.	Caretaker SLT	On-going
Access to information – see guidance note 3				
All Letters, Facebook and website are currently accessible to all.				

Guidance Note 1 – Access to the curriculum

1. How does the school enable all pupils to have access to the full curriculum without hinderance including PE, drama and music?
2. How do staff adapt lesson plans so that all pupils can participate and reach their full potential?
3. How does the school ensure that all pupils have access to extracurricular activities and are able to participate in school trips?

Guidance Note 3 – Access to the physical environment

1. How has the school made sure that access routes, entrances (including reception), doors and corridors are wide enough for wheelchair users and those with ambulatory difficulties to have room for manoeuvre? Are ramps and power assisted doors used where appropriate?
2. Are accessible toilet and changing facilities available for people with disabilities?
3. How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls, classrooms, staff rooms and offices and to have adequate room to manoeuvre?
4. How has the school made sure that floors & lighting are suitable, and that tactile signs are used for those who are visually impaired or who have physical disabilities?
5. How does the school make sure pupils with hearing impairments are notified when the school bell rings and are induction loops and couplers provided?
6. Are means of escape fully accessible including from upper floors and is the fire alarm visual as well as audible including inside toilets.

Guidance Note 3 – Access to information

1. Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?
2. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information?
3. Do you have the facilities, such as ICT, to produce written information in different formats?
4. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?
5. How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?

