



**Bishop  
Hogarth**

Catholic Education Trust

## **Accessibility Plan**

### **St Cuthbert's Catholic Primary School, Crook**

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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
Pupils may find it difficult to read from the Interactive whiteboard and pupils with dyslexia traits may have difficulty reading work.	We can provide resources in large print format. Resources can be printed on coloured paper.	teachers, SENCO	Summer 2025	All pupils are able to read the teaching materials with increasing independence
SEND pupils and their parents may worry about their accessibility to residential trips	We support children on off-site visits and are flexible in our approach to residential visits. Meetings with parents and pupils prior to trips to ensure any special arrangements are catered for	Headteacher, external advisors, SENCO	Summer 2025	All pupils have equal opportunities for enrichment programmes and can attend residential trips successfully
School trips do not always consider pupils with SEND and how even the bus journey can require adaptation.	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.	Teachers, SENCO	Summer 2025	Planning of school trips considers pupils with SEND at all stages of the journey and is incorporated into risk assessments.
Pupils can struggle to attend in class as a result of their SEND needs, such as our Autistic and ADHD pupils.	We can provide sound reducing equipment for sensory needs We will provide access to rooms and areas so that children who need to hear information free from distractions can do so We will use visual aids, Makaton symbols, seating arrangements	Teachers SENCO	Summer 2025	Pupils with SEND can access lessons and record work to show their true ability.

## Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Pupils and parents with physical challenges and disabilities may find it difficult to use usual entrances, especially in bad weather conditions Ramp at front of school can become slippery during wet weather due to gradient.	All of our school is fully wheelchair accessible. There is a disabled parking bay in the carpark.  Ramps and entrances monitored by caretaker to ensure they remain safe to use (in case of bad weather as they can become wet and slippery) and alternative entrances are used if appropriate.	HT Caretaker	Ongoing over the year	Pupils, parents, staff and visitors will be able to access school easily and safely.
Learning environment of pupils with visual impairments	Incorporation of appropriate colour schemes, textures and resources to support accessing the curriculum. Organise resources in large print format	Teachers SENCO	Summer 2025	Learning environment is accessible to pupils with visual impairments
Learning environment of pupils with auditory impairments	Individual plans to be made to ensure that children's needs are identified and planned for. This could include seating arrangements, use of makaton or other hand signals to communicate, induction loops, headphones	Teachers SENCO	Summer 2025	Learning environment is accessible to pupils with auditory impairments and their needs are met to ensure they are safe and happy in school.

	We will access and buy specialist equipment as recommended by professionals e.g. Occupational Therapists and Hearing Impairment.			
Pupils and parents may have disabilities which prevent them from using the normal toilets	Disabled toilet facilities are located throughout the school We have a changing room for additional personal care needs.	HT Caretaker SENCO	Summer 2025	All pupils, staff and visitors will have access to appropriate toilet/personal care facilities

### Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Pupils and parents who have English as an additional language may find it difficult to read the information from school	School to facilitate the option on MCAS messaging service where parents can select to read the letter in own language	SENCO	Summer 2025	Documents are available in home languages Pupils and parents will be able to read important information in their native language
Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats  We can provide resources in large print format	SENCO, ICT manager	Summer 2025	Written information is fully accessible to children with visual impairments

