



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
Staff members need to be confident in knowing about how to make the curriculum accessible for all.	Audit of the curriculum and staff knowledge	Headteacher, teachers, SENCO	Summer 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum
Not all staff members have the specific skills to support pupils with specific learning needs. SEND	INSET provided to staff members Training for teachers on differentiating the curriculum for a range of needs e.g autism or adhd	Headteacher, external advisors, SENCO	Summer 2022	Staff members have the skills to support pupils with SEND
School trips do not always consider pupils with SEND and how even the bus journey can require adaptation.	Needs of pupils with SEND are incorporated into the planning process including the journey and site evaluation.	Teachers, SENCO	Spring 2022	Planning of school trips considers pupils with SEND at all stages of the journey and is incorporated into risk assessments.
Pupils with SEND cannot always access all lessons fully to show their true ability.	Provide tablets and other adjustments for pupils with SEND to ensure they are able to record learning or access lessons in the most beneficial manner.	Headteacher, ICT manager, SENCO	Autumn 2023	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
Audit of physical environment for accessibility not recently updated.	Audit of physical environment. Although a new build school with accessibility planned in, the audit is necessary to ensure we are still fully compliant.	SBM / HT	Summer 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them
Learning environment of pupils with visual impairments	Incorporation of appropriate colour schemes, textures and enhanced access to support accessing the curriculum.	SBM	Summer 2023	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			Learning environment is accessible to pupils with auditory impairments and their needs are met to ensure they are safe and happy in school.
Ramp at front of school can become slippery during wet weather due to gradient.	Sign made to warn parents. Keep parents informed. Caretaker to continually review safety aspect of slope and alternative route made available going back through yard and down other pathway.	SBM / HT/ Caretaker	Summer 22	Parents – particularly those with pushchairs- and grandparents are safe on exiting the school.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures. Liaise with parents to ensure we are meeting their needs through our communication systems.	SENCO, ICT manager	Summer 2022	School is aware of accessibility gaps to its information delivery procedures
School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2022	School is aware of local services for converting written information into alternative formats
School does not have signs written in a range of languages	Main signs for fire drills, doors etc printed out in a range of languages to ensure all families have access. This is also to be put in place for information shared with parents as needed.	HT, ICT manager	Summer 22	All stakeholders in school are able to access information both whilst in school and when information is shared with them.
Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Autumn 2022	Written information is fully accessible to children with visual impairments
School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2022	Website is fully accessible