

Accessibility Plan

St Cuthbert's Catholic Primary School, Stockton

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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
Some new changes made to curriculum in line with our trust. All staff to know of changes and have access to resources and ensure accessible to all.	Audit of the curriculum Timetables/planning shared Meet with subject leaders	Headteacher Curriculum Lead	Summer 25 Autumn 25	SLT and teaching staff are all aware of changes in curriculum and know where to locate resources in Teams etc.
All staff to have the skills to support pupils with SEND	Staff meetings to discuss SEND pupils and effective strategies and up to date research. Share research documents. SENCO to devise new document showing provisions allocated (from recent training with BHCET) Teachers to have allocated time to discuss children with TAs within their class	Headteacher SENCO Teachers Teaching Assistants	Autumn 25	Staff members have the skills to support pupils with SEND

Ensure school trips take into account all pupils with SEND	Needs of pupils are incorporated into the planning process Links with parents to ensure successful	Teachers SENCO	Autumn 25	Planning and risk assessments take into account pupils with SEND
Resources appropriate to each child to ensure access to all lessons. Aware of different waves and primary and secondary needs.	Regular meetings with SENCO to ensure strategies are working. Share practice with staff in staff meetings ICT equipment used where necessary	Headteacher SENCO	Autumn 25	All pupils with SEND can access lessons

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Ensure the school's physical environment is accessible to all.	Audit of physical environment. New surface in KS1 playground (July 25)	Headteacher	Autumn 25	School is aware of any accessibility barriers to its physical environment and will make a plan to address them

Some entrances need ramps for access.	To increase number of ramps.	Headteacher	Autumn 25	All entrance/exit doors that are needed have a ramp close by.
Learning environment of pupils with visual impairments is not accessible.	Incorporation of appropriate colour schemes when and where necessary.	Headteacher	Autumn 25	Learning environment is accessible to pupils with visual impairments

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
All management staff to know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, Business Manager	Spring 25	School is aware of accessibility gaps to its information delivery procedures
School website to be fully accessible to children with SEND and EAL.	Audit of website	SENCO	Autumn 25	Website is fully accessible

Written information to be accessible to pupils with visual impairments	Provide written information in alternative formats Improve signage around school Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO	Spring 22	Written information is fully accessible to children with visual impairments
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Appendix 1

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 School	June 2025
Audit completed by	Role
Sian Parnell	Headteacher

ACCESS AUDIT

Feature	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				
Hall/Playground for PE sessions etc	Audit of current need and resources ordered to ensure accessibility for all for all activities – PE, extra-curricular etc	Teachers to check SEN plans and curriculum for upcoming year.	Teachers	Ongoing
Resources for lessons	All fully adapted to meet individual need	Teachers to check SEN plans and curriculum	Teachers	Ongoing
Access to the physical environment – See guidance note 2				
Corridors, Aisles & Doors	All corridors are suitable in size to accommodate wheelchair access. The school are proactive in ensuring that corridors remain clear of obstructions.	Caretaker to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	All staff Caretaker Cleaning staff	On-going
Ramps	All entrances/exits identified needing a ramp.	Caretaker ensure they are stored close to entrances needed.	Leadership Caretaker	Ongoing
Car Parks and School Grounds bays	On-site car parking for staff and visitors include dedicated disabled parking bays.	Monitor disabled bays and ensure that they are used for their intended purpose.	Leadership	On-going
Entrances & Reception	Entrances to the school are either flat or ramped and all have wide doors.	Order one more.	HT	In preparation for new year and reviewed as necessary
Toilets	The School has a disabled toilet.	Maintain cleanliness of the facilities	Cleaners	Ongoing
Means of escape	The School has internal emergency signage and escape routes are clearly marked. Emergency	Checks and monitoring to continue.	Leadership Team Caretaker Business Manager	On-going

	signage and escape routes have been updated as part of our fire safety and door replacement project.			
Access to information – see guidance note 3				
Signs	The school needs to ensure there are further signs for all.	Business Manager to audit and assess signage needed.	Business manager	On-going
Website	Continue to use translation feature	Headteacher to ensure website is accessible with features such as translation available.	Headteacher	Ongoing

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?