

# 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
SENCO new to position – to ensure all staff members know how curriculum is accessible to all.	Shadow SENCO in summer term. Meet with subject leads. Audit of the curriculum	Headteacher SENCO Teachers	Summer 22 Autumn 22	Headteacher, SENCO and teaching staff are aware of the accessibility gaps in the curriculum. Subject leads to audit their subjects.
All staff have the skills to support pupils with SEND	Staff meetings to discuss SEND pupils and effective strategies and up to date research. Teachers to have allocated time to discuss children with TAs within their class	Headteacher SENCO Teachers Teaching Assistants	Autumn 22	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 22	Planning and risk assessments take into account pupils with SEND

Resources appropriate to each child to ensure access to all lessons.	Regular meetings with SENCO to ensure strategies are working. Share practice with staff in staff meetings ICT equipment used where necessary	Headteacher SENCO	Autumn 22	All pupils with SEND can access lessons
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### 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	Headteacher	Spring 22	School is aware of any accessibility barriers to its physical environment and will make a plan to address them
Not all toilets are accessible	Handrails installed in some toilets	Headteacher	Summer 22	Access to toilets is increased
Learning environment of pupils with hearing impairments is not accessible in all rooms.	Incorporation of hearing system into the hall, ICT suite etc	Headteacher	Autumn 22	Learning environment is accessible to pupils with hearing 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, ICT manager	Spring 22	School is aware of accessibility gaps to its information delivery procedures
School website to be fully accessible to children with SEND	Audit of website	SENCO	Autumn 22	Website is fully accessible
Written information to be accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO	Spring 22	Written information is fully accessible to children with visual impairments