

Accessibility Plan

Document Management:

Date Policy Approved: 22 June 2022

Date Amended: June 2025

Next Review Date:

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 students 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 students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

This Plan is reviewed every three years to take into account the changing needs of the school and its students. 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 students 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 students 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 students 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 students 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 are uncertain whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENDCO	Summer 2025	Leadership Team and teaching staff are aware of the accessibility gaps in the curriculum
Staff members require the skills to support students with SEND	INSET provided to all staff members Training for teachers on differentiating the curriculum	SENDCO PP Lead	Ongoing	Staff members have the skills to support students with SEND
School trips do not take into account students with SEND	Needs of students with SEND are always incorporated into the planning process	Teachers leading the trips SENDCO Health & First Aid Officer	Ongoing	Planning of school trips always takes into account students with SEND
Students with SEND may struggle to access lessons	Students are provided with Chromebooks, laptops and reading pens as appropriate. Reasonable adjustments are made for students with SEND	SENDCO Network Manager Subject staff	Ongoing	Students with SEND can access lessons

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Is the school's physical environment accessible to all?	Ramps are in place in the building and around the school site to ensure accessibility. Portacabins are difficult to access so timetables are checked to ensure there are no difficulties for students accessing them.	Headteacher	Timetabling – Summer 2025	School will ensure that the portacabins are not used for students with physical disabilities.
Toilets are not always accessible	Toilets have been refurbished and they are more accessible and available.	Headteacher	Completed	Access to toilets has improved and more toilets have been created.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Leaders are uncertain whether school information is accessible or not	Audit of information and delivery procedures	Deputy Headteacher SENDCO Network manager	Ongoing	School is aware of accessibility gaps to its information delivery procedures and makes adaptations accordingly
School may require help to make written information accessible	School seeks advice from external advisors	Deputy Headteacher SENDCO	Ongoing	School is aware of local services for converting written information into alternative formats

Resources for students with visual impairments	Incorporation of appropriate colour schemes when printing resources	Deputy Headteacher SENDCO PP Lead	Ongoing	Learning environment and written information are accessible to students with visual impairments
School website is not accessible to children with SEND	Audit of website	Deputy Headteacher IT Support	Ongoing	Website remains accessible to all

Accessibility Audit

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all students, 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 students 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 students with English as an additional language (EAL).

Name of school	Date of audit
St John's Catholic School & Sixth Form College	June 2025

Audit completed by	Role
Lisa Byron Chris Parker	Head Teacher Deputy 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				
Increase access to the curriculum for students with a disability	<p><i>Our school offers a differentiated curriculum for all students.</i></p> <p>Information regarding any disability or health condition is sought in our early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our annual data updates.</p> <p>For any students who have presented with crutches or physical disabilities, arrangements are made to support the student to enable access around the school. Information is shared so that staff know who require evac support in case of an emergency.</p> <p>SENDCo and Health & First Aid Officer review Personal Evacuation Plans and plan for health needs</p>	Regular review of curriculum offer	<p>Leadership Team</p> <p>Admin Team</p> <p>SENDCo Health & First Aid Officer</p>	On-going

	At the weekly Welfare Team meeting, individual cases are discussed and bespoke arrangements/plans are made for those at risk of severe mental health issues/SEMH needs. Such arrangements include adapted timetables, mentoring, CBT based approaches and counselling. Advice is sought from mental health professionals so children can access the curriculum effectively.		Welfare Team	
Resources	<p><i>We use resources tailored to the needs of students who require support to access the curriculum.</i></p> <p>Modified tools and utensils are available and, wherever possible, the school seeks advice from the Local Authority Occupational Health Officer and other NHS professionals.</p> <p>Warm clothing is kept for designated students with health needs so they can access Physical Education</p> <p>Different coloured overlays are available so that students can read and access the material</p>	<p>Resources taking into account the specific needs of incoming students</p> <p>Increase use of chromebooks, laptops and reading pens in order to take advantage of better functionality</p>	<p>LT Links and HODs</p> <p>SENDCo</p> <p>Leadership Team</p> <p>SENDCo</p> <p>PP Lead</p> <p>Health & First Aid Officer</p> <p>PE Department</p> <p>PP Lead</p> <p>SENDCo</p> <p>Subject staff</p>	On-going
Training	<p><i>Specific CPD targeting the support/teaching of SEND students is provided for staff to ensure that they use effective strategies to engage students and promote progress</i></p> <p>Sessions are calendared and facilitated by the SENDCo and PP Lead</p>	Ensure training continues into the new academic year	Leadership Team SENDCo PP Lead	On-going

	Departments use development time following the sessions to discuss and share best practice approaches.			
Tracking and Monitoring	<i>Curriculum progress is tracked for all students, including those with a disability.</i> PP Lead and SENDCo meet to track progress and discuss individual cases. HODs also monitor and track progress	Ensure appropriate intervention/school-led tutoring is implemented where progress is not on track.	Dept HODs/AHODs LT Links PP Lead SENDCo	At data collection points
Target-setting	<i>Targets are set effectively and are appropriate for students with additional needs.</i> Use of prior attainment data to set targets, discussed and agreed with departments.	Ensure that 'provision maps, student passports and review info is kept up to date so that teachers can make informed decisions about targets for students with SEND	SENDCo Admin team HODs / AHODs	On-going
Access to the physical environment – See guidance note 2				
Number of storeys	The school is built upon a range of levels and has varying corridor widths.	Bespoke arrangements are made to ensure that students with a disability are able to access the lifts 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 Site team are proactive in ensuring that corridors remain clear of obstructions.	Site Team and day cleaner to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	Day Cleaner Site staff on duty	On-going

Lifts	The school has one passenger lift sited in the main body of the school at Student Link. This allows access from the ground floor to the first and second floors. We also have a disabled platform lift allowing access into the DT area.	Continue with regular maintenance checks through SLA arrangements.	Finance & Operations Manager Site Team External Support	See Maintenance and service records
Car Parks and School Grounds bays	On-site car parking for staff and visitors include dedicated disabled parking bays in front of Student Reception and in the Visitor carpark.	Monitor disabled bays and ensure that they are used for their intended purpose.	Leadership Site Team	On-going
Entrances & Reception	Entrances to the school are either flat or ramped and all have wide doors. Areas where access may be difficult (Portacabins) has limited but reasonable access.	Timetables of individuals to be reviewed to ensure the portacabins are not used as the teaching areas for those groups.	Leadership - Timetable	In preparation for new year and reviewed as necessary
External Ramps & Steps	The main entrance to the School has a disabled ramp leading into the main body of the school. A portable ramp is available as an additional support at one of the exits of the Sports hall. Main entrance and exit to the sports hall already has a ramp access.			
Toilets	The School has disabled toilets sited at various points throughout the School and Sports Facilities.	Maintain cleanliness of the facilities	Cleaners Site Team	On-going
Internal signage	The School has internal directional signage identifying key areas		Leadership – Health & Safety	On-going monitoring of access around school
Means of escape	The School has internal emergency signage and escape routes are clearly marked. Emergency signage and escape routes have been updated as part of our fire safety and door replacement project.	Checks and monitoring to continue.	DHT Site Team Finance & Operations Manager	On-going
Emergency lighting (internal and external)	The School has internal and external emergency lighting to provide clear and well-lit access.	Checks and monitoring to continue.	Site Team Finance & Operations Manager	On-going

Access to information – see guidance note 3				
Improve the delivery of information to students/parents/carers with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Coloured backdrops</i> • <i>Pictorial or symbolic representations</i> • <i>MCAS messaging</i> <p>Modifications made to exam papers and test materials where permissible for visually impaired students who meet Access standards</p> <p>Visual timetables are issued to students with specific learning disabilities</p>	Review literature and communication to ensure information is accessible to all.	Deputy Headteacher Admin Team SENDCo Exams Officer	On-going
Internal signage in communal areas	Internal signage, including fire evacuation signs, exist throughout the school	Review and seek advice from external advisors on how to improve signage, if necessary	Deputy Headteacher SENDCo	Summer 2025
Improvements to the website to ensure accessibility for all	The website has been re-designed by an external company and is Trust compliant		Deputy Headteacher IT and Trust support	On-going

Guidance Note 1 – Access to the curriculum

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