



**Bishop
Hogarth**

Catholic Education Trust

Accessibility Plan



St. Joseph's Catholic Primary School Coundon

Document Management:

Date Policy Approved:	June 2022
Date Amended:	June 2025
Next Review Date:	June 2028
Version:	2
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 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 do not know whether the curriculum is accessible	<p>Audit of the curriculum</p> <p>Subject leaders to assess their area of responsibility and identify SEND provision within their subject.</p>	Headteacher, teachers, SENCO and subject leaders	Autumn 2025	<p>Subject leaders are confident with articulating and monitoring the SEND provision within their subject area. This is outlined on each subject page on our website.</p> <p>Management and teaching staff are aware of any accessibility gaps in the curriculum.</p>
Staff members do not have the skills to support pupils with SEND	<p>CPD sessions provided to staff, focussing on SEND provision and practical advice regarding adaptations, scaffolding and deployment of TAs (EEF 5-a-day).</p> <p>CPD provided by external providers, such as the Durham's cognition and learning team.</p> <p>Activity/adaptation suggestions provided within planning and PowerPoint by SLT.</p>	Headteacher, external advisors, SENCO	Autumn 2025	Staff members have the skills to support pupils with SEND through high quality teaching, using recommendations from the EEF and Durham Local Authority. They know how to effectively adapt lessons and activities to ensure all are making progress. TAs are deployed effectively to support the learning of pupils.
School trips do not consider pupils with SEND	<p>Needs of pupils with SEND are incorporated into the planning process. The necessary adaptations are made, such as additional staffing deployed onto the school trip.</p> <p>Places visited are accessible and staff conduct pre-visits to ensure this is the case.</p>	Teachers, SENCO	Summer 2026	Planning of school trips considers pupils with SEND. All pupils access school trips, including sporting trips and residential.

	Any sensory or supporting equipment is taken.			
Pupils with SEND cannot access lessons	<p>Provide appropriate technology and other adjustments for pupils with SEND, such as sensory equipment, mobility aids and scaffolding.</p> <p>CPD provided to staff regarding the use of assistive technology.</p>	Headteacher, ICT manager, SENCO	Autumn 2025	Pupils with SEND can access lessons and are able to independently use the supportive aid they have been given.
Summative assessments are not accessible for all children, including those with SEND or EAL.	<p>Staff made aware of access arrangements that can be put in place and these are evident on individual SEN support plans.</p> <p>Laptops, scribes, rest breaks provided in accordance with access arrangement guidance set out by the DfE – applied to all summative testing from Y2 to Y6, including phonics screening check, multiplication times table check and Y6 SATs.</p> <p>https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements</p>	Headteacher, SENCO, teachers	Autumn 2025	Pupils will access summative assessments as deemed appropriate by the SENCO and class teachers.

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Management does not know if the school's physical environment is accessible	Audit of physical environment	SENCO, Caretaker	Autumn 2025	School is aware of accessibility barriers to its physical environment. The school is accessible.
Learning environment of pupils with visual and hearing impairments is not accessible	<p>Incorporation of appropriate colour schemes, including when using the interactive whiteboards, and adapt printed resources appropriately.</p> <p>All staff, including lunchtime staff, taught how to use radio aids and how to correctly and clearly communicate with pupils with hearing impairments. This information passed onto anyone communicating with pupils, including visitors, supply staff, PE coaches and priests when visiting church.</p> <p>Adjustments made to the position of pupils with visual and hearing impairments, including in the classroom, outside during PE lessons, in the hall for lunchtime, assemblies and in church.</p>	SENCO, teachers	Autumn 2025	Learning environment is accessible to pupils with visual and hearing impairments.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Staff do not know whether school information is accessible or not	Audit of information and delivery procedures, including when communicating with parents with disabilities/impairments.	Headteacher, SENCO, Business manager, PSA	Spring 2026	School is aware of accessibility gaps to its information delivery procedures and has made changes accordingly. All information is readily available on the website and hard copies are available upon request. School is aware of any parental disabilities and they are communicated with effectively on an individual basis.
School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2026	School is aware of local services for converting written information into alternative formats
School website is not accessible to children with SEND and for parents with additional needs including EAL.	Audit of website	ICT manager/Governance team	Summer 2026	Website is fully accessible

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

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

Audit completed by	Role

Accessibility Audit

Feature	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				
Access to the physical environment – See guidance note 2				
Access to information – see guidance note 3				

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 2 – 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?