

# Accessibility Plan



## St. Joseph's Catholic Primary School

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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.

**[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions.]**

## Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Staff members do not know whether the curriculum/their subject of responsibility 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, subject leaders, SENCO	Autumn 2025	<p>Subject leaders are confident with articulating and monitoring the SEND provision within their subject area. This is outlined on each subject website page.</p> <p>Leaders and teachers are aware of any possible accessibility gaps in the curriculum and how this can be promptly addressed.</p>
Staff members feel they do not have the skills to support pupils with SEND	<p>CPD sessions to be provided to staff members focussing on SEND provision, using Local Authority, Trust and EEF documentation.</p> <p>Ensure staff understand the WAVE support. Staff are aware there is access to specialist support where necessary (e.g. speech and language therapy, occupational therapy).</p> <p>Teaching staff receive regular training on inclusive practices and SEND (Special Educational Needs and Disabilities) awareness.</p> <p>Training for teachers on adapting the curriculum effectively, using strategies such as prompting, scaffolding and TA support.</p>	Headteacher, SENCO	Autumn 2025	<p>Staff members have the knowledge skills to support pupils with SEND through high quality teaching, using recommendations from the EEF and Stockton Local Authority.</p> <p>Reasonable adjustments are made to accommodate individual needs (e.g. differentiated materials, adapted teaching strategies, use of assistive technology).</p> <p>Reasonable adjustments are made to accommodate individual needs (e.g. differentiated materials, adapted teaching strategies, use of assistive technology).</p>
Some pupils with SEND cannot access their lessons.	Provide technology and other adjustments, such as sensory equipment, OT equipment and scaffolding, for pupils with SEND	Headteacher, SENCO	Autumn 2025	<p>Pupils with SEND can access lessons and assessments.</p> <p>Additional adult support is deployed effectively to promote independent learning and participation.</p>

Summative assessments are not accessible for all children SEND or those who are EAL	<p>CPD for access arrangements for tests, including upcoming SATs.</p> <p>Laptops and scribes provided in accordance with accessibility guidance set out by the DfE.</p> <p>Translations by colleagues.</p> <p>EAL assessments to be downloaded and distributed so English focussed summative assessments are not relied on.</p>	Headteacher, SENCO, class teachers	Spring 2025	All children will be able to access summative assessments that are used termly.
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### Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Learning environment of pupils with visual impairments and comprehension difficulties (dyslexia etc) is not accessible	Incorporation of appropriate colour schemes when using IWB and printed resources.	Headteacher, site manager, SENCO,	Summer 2025	Learning environment is accessible to pupils with visual impairments
Lunch hall can cause dysregulation for those with auditory sensory needs.	All children with auditory sensory needs identified and provided with ear defenders, early lunch and nurture club.	SENCO, class teacher	Summer 2025	Children can access the dinner hall with their peers without becoming distressed.

### 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	SENCO, business manager	Autumn 2025	School is aware of accessibility gaps to its information delivery procedures. All information is available on the website and hard copies are available at the school office upon request.
School website is not accessible to children with SEND or for parents with additional needs	Audit of website	ICT manager	Autumn 2025	Website is fully accessible

### 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
St. Joseph's Catholic Primary School, Billingham	18.6.25

Audit completed by	Role
Angela Birrell & Chelsea Black	Headteacher & SENDCO