



Bishop
Hogarth

Catholic Education Trust

Accessibility Plan

St. Joseph's Catholic Primary School

**Document Management:**

Date Policy Approved:	June 2022
Date Amended:	June 2025
Next Review Date:	June 2028
Version:	2
Approving Body:	Standards Committee

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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
Quality first teaching – inclusive to all Information for teachers and teaching assistants on differentiating and personalising the curriculum for pupils with additional need	Staff meetings. Through monitoring and SENDCo discussions. Liaising with external agencies, CPD provided to staff members if required Training for teachers on differentiating the curriculum	Headteacher, teachers, SENCO	Spring 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum Increased access to the curriculum and greater academic progress for SEN pupils. Lesson observations show that all pupils make progress. Staff members have the skills to support pupils with SEND
Pupils with SEND cannot access lessons	Follow recommended guidance form professionals. Provide tablets and other adjustments for pupils with SEND as necessary	Headteacher, ICT manager, SENCO	Ongoing dependent on need	Pupils with SEND can access lessons
Pupils with EAL accessing curriculum	Adaptations, use of ICT, bilingual dictionaries to support EAL children	Headteacher SENDCO Class teachers	ongoing	All children able to access the curriculum
Use of assistive technology to support SEN and EAL children	Staff meetings to train staff to use a range of assistive technology to support staff with teaching, planning and support for children during lessons	Headteacher Curriculum lead	ongoing	All children able to access the curriculum

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Children with physical disabilities cannot access school buildings	Aware of children with mobility issues and adjust the room allocations accordingly	Headteacher	Ongoing as necessary	School buildings are fully accessible
Ensure disabled parking spaces are available for those parents and carers who require them	Designated carparking spaces to be kept clear for disabled badge holders	Office Staff	Ongoing	School are able to deliver information to all pupils and parents with disabilities.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
School to inform relevant staff the needs of the children information and meetings with the	Sen details kept up to date and translation SENCO ensure good sharing of information to support the needs of the child.	SENDCO	Ongoing and at key transition points	Child's needs are met and school are fully informed about the

Written information is not accessible to parents with EAL	Provide written information in alternative formats or sign post parents to resources that can support them	SENCO, ICT manager Business Manager	<u>Autumn 2025</u>	Written information is fully accessible to all stakeholders
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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

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	3/6/25

Audit completed by	Role
Mrs Debra Hargreaves	Headteacher