



Bishop  
Hogarth

Catholic Education Trust

## St Marys RC Primary School



## Accessibility Plan

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### Aims of the Accessibility Plan

This Plan outlines how St Mary's Catholic Primary 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 St Mary's Catholic Primary 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
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural challenges.	Layout of classroom, time out, clear targets, clear behavioural expectations, visuals to support, use of break out and regulation spaces.	Teachers, SENCO	Summer 2025	Progress confirmed by teaching assessment and achieving targets  Pupils can access reliable emotional support
Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions.	Accessibility of medication. Awareness of staff when planning activities. Audit of environment Further implementation of staff training needed.	Teachers, SENCO and Katie	Summer 2025	Pupils with medical conditions able to access all activities with reasonable adjustments
Continue to prepare a response programme of training for all staff to meet requirements of disabled pupils.	Ensure SENDCo fully trained to be responsive to needs that may arise SENCO and SLT to attend regular CPD to stay up to date with current good practice.	CPD Training  Green Paper awareness	Autumn 2025	SENDCo/SLT able to disseminate good practice and information to all staff
Provide continued training for staff.	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the academies.	Financial – cost of CPD  Use of Durham LA support	Autumn 2025	Staff access purposeful CPD to support them meeting the needs of children with SEND
Continued approach to ensure venues for school trips are suitable.	Pre visit assessment of suitability-transport, access, toilets. Risk assessments. (Evolve)	Cost of time to visit the placement of a trip.	Autumn 2025	Equal opportunities for Children with disabilities to participate in off-site activities with appropriate reasonable adjustments.

Classrooms optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of equipment and furniture and equipment to support the learning process in individual classes.	SEND/CO/SLT to assess this Autumn 2025 prior to children returning to school	Autumn 2025	Children have ready access to a range of resources. All children can access the resources within the classroom. The timetable of the classroom is known and understood to maximise learning opportunities.
Review staff deployment.	Establish timetables to provide support for pupils.	SEND/CO/SLT to deploy support staff based on need	Autumn 2025	Support available during key times for identified children

#### Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
To be aware of the access needs of all pupils/staff parents and carers.	Gather data around access needs at the point when a child begins at school.	SENCO, Headteacher	Summer 2025	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Continue to ensure everyone has access to spaces and places e.g) disabled toilets.	Ensure that nothing is preventing access for all.	Caretaker/staff daily Checks.	Summer 2025	All visitors are welcome. All children with SEND can access the whole school environment

To Improve access to site.	<p>Ensure pathways are gritted and ice free</p> <p>Check exterior lighting is working on a regular basis</p> <p>Provide designated drop off point for disabled drivers.</p>	Caretaker Headteacher	<u>Summer 2025</u>	Paths accessible and safe. Improved safe access for pupils, parents, staff and visitors.
To ensure the buildings remain full accessible and compliant in line with the Equality Act.	Ensure building and maintenance works are fully compliant with the Equality Act in relation to access.	Caretaker Headteacher	<u>Summer 2025</u>	All staff and pupils are safe on school across and accessibility is clear and available.
To undertake Fire Safety assessments. Fire equipment is regularly checked and maintained.	<p>Ensure staff are fully trained and aware of their duties.</p> <p>Fire alarm practice with the children to ensure they are prepared</p>	Caretaker Headteacher Fire Warden	<u>Summer 2025</u>	<p>All staff and pupils have safe independent exits from sites</p> <p>Children are aware of what to do in the event of a fire alarm</p>

### Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Continued CPD and observations of classroom practise to ensure all SEND needs are being supported	<p>Audit of information and delivery procedures</p> <p>Staff feedback and feedforward to improve practice</p>	SENCO	Autumn 2025	School is aware of accessibility gaps

Website is compliant with statutory regulations.	SLT to update and maintain websites.	Administrative time. Computer staff time.	Autumn 2025	Information available to all electronically Compliant.
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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
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- St Marys RC Primary School	22 <sup>nd</sup> June 2025
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Audit completed by	Role
Victoria Stewart	SENCO

**ACCESS AUDIT**



<b>Feature For example:</b>	<b>Description / Comments</b>	<b>Actions to be taken</b>	<b>Person(s) responsible</b>	<b>Date to complete actions by</b>
<b>Access to the curriculum</b>				
Staff members know how to ensure the curriculum is accessible.	Management and teaching staff are aware of the complex needs of children with SEND. These are shared with staff and adjustments discussed.	Continue to audit the curriculum to ensure accessibility for all	Headteacher, teachers, SENCO	Ongoing
Staff members have the skills to support pupils with SEND.	Staff members have the skills to support pupils with SEND	INSET provided to staff members  Training for teachers on adapting the curriculum based on EEF research '5 a day'	Headteacher, external advisors, SENCO	On-going
School trips take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Planning of school trips considering pupils with SEND during pre visit assessment	Teachers, SENCO	On-going

Pupils with SEND can access lessons	Provide reasonable adjustments for pupils with SEND Pupils with SEND can access lessons through ICT equipment, radio aids, visual aids and other assisted learning facilities.	Continued evaluation of SEND aids  For children with significant need, support to be sought from Durham LA	Headteacher, ICT manager, SENCO	On-going
Teaching and learning methods and environment support pupils with hearing and visual impairment to access learning.	Quiet classrooms, child facing teacher, clear enunciation. Support as required.  Progress confirmed by observations and formal assessment.	Continued CPD and observations of classroom practise.  Support from the sensory and physical team (LA) when needed	Teachers, SENCO	On-going
Staff are trained to provide accessibility to lessons to support children with medical needs.	SENDCo is fully trained to ensure she is responsive to needs that may arise SENDCo able to disseminate good practice	CPD Training School Nurse Awareness of SEND updates	Teachers, SENCO	On-going
To continue to use external services to support pupils with a disability.	Accessibility to external services for advice and support and then to provide ongoing advice and support as required. (IASS)	Continued CPD and liase with SEND Team.	SENCO IASS SEND Support Team	On-going
<b>Access to the physical environment – See guidance note 2</b>				

Corridors, Aisles & Doors	<p>All corridors are suitable in size to accommodate wheelchair access.</p> <p>The Site team are proactive in ensuring that corridors remain clear of obstructions.</p>	Caretaker and cleaner to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	<p>Caretaker Cleaner</p> <p>Staff on duty</p>	On-going
Car Parks and School Grounds bays	On-site car parking for staff and visitors include dedicated disabled parking bays in front of the school.	Monitor disabled bays and ensure that they are used for their intended purpose.	Leadership	On-going
Entrances & Reception	Entrances to the school are either flat or ramped and all have wide doors.	Timetables of individuals to be reviewed to allow early entry or adequate space for leaving.	Leadership - Timetable	On-going
Toilets	The disabled toilet is available for use	Maintain cleanliness of the facilities	<p>Cleaners Caretaker</p>	On-going
Means of escape	The School has internal emergency signage and escape routes are clearly marked. Emergency signage and escape routes are clear.	Checks and monitoring to continue.	Finance & Operations Manager	On-going
<b>Access to information</b>				

Information such as SEN support plans, EHCPs and EHCP reviews are accessible to all people who support the child.	To continue to allow parents choices about how they are communicated with and how they provide their points of view.	To continue to provide a choice of formats for parents and carers	SENCO SEND Team at Durham Safeguarding Leads Admin	On-going
Information is shared with all pupils, staff and parents.	Information is stored securely on Bromcom, children's individual files and also accessible through a digital folder on one drive	Staff can access key information	SENCO, Headteacher Safeguarding Leads Admin SEND IASS	On-going
School understand how to make written information accessible to support visual impairment.	Schools seeks advice from external advisors and SEND advisors for support when required to support individual sourcing and gathering for parents and carers	School is aware of local services for converting written information into alternative formats	SENCO, Headteacher Safeguarding Leads Admin SEND IASS	On-going