

Accessibility Plan
St Paul's Catholic Primary School



**St Paul'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.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Some pupils may not be accessing extra-curricular activities.	Gathering of pupil voice to assess.	Headteacher, teachers, SENCO	Autumn 2025	Those children who want to take part in extra-curricular activities have the opportunity.
Pupils with SEND cannot access some lessons	Provide further support to address their additional needs and make necessary adjustments for pupils. Focus on full inclusion for all SEND pupils through wave 1,2 and 3 adjustments on our school provision map. Develop the use of assistive technology.	Headteacher, teachers, SENCO	2025-6	All pupils access all lessons successfully.

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Accessibility of building - Plans for new building may affect the ability to improve state of current building.	Continue to monitor the current provision in line with health and safety requirements.	Headteacher Caretaker	Ongoing	The school building remains fully accessible.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO	Ongoing	School is aware of accessibility gaps to its information delivery procedures

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

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 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 Paul's Catholic Primary School	June 2025

Audit completed by	Role
S Sinclair ML Peacock	Head Teacher Deputy Headteacher / SENCO

ACCESS AUDIT

Feature	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum				
Access to the full curriculum without hindrance including PE, music and extra-curricular activities.	Lesson plans are modified or adjusted to enable all learners to access the activities planned. Additional resources provided to aid inclusion. Additional staff to support and model.	Challenges are adjusted in PE to enable pupil to achieve the same outcome. Practical aids to help pupils understand what is expected. (Hearing aids, large print, coloured overlays etc) Staff to demonstrate skills (PE) or model rhythms or use of instruments (Music)	Class teacher SENCO	Ongoing
Adaptation of lesson plans to allow all pupils to participate and reach full potential.	Consideration to be given to the limitations of pupils within the cohort and how these can be overcome.	Planning to include modifications for specific pupils. Planning to include an evaluation. Classroom environments consider sensory difficulties of pupils and how to minimise overload.	Class teacher	Ongoing
Access to extra-curricular activities and involvement in school trips.	Every effort should be made to ensure all pupils are offered the opportunity to access extra-curricular activities. Consideration also must be made of how all pupils can take part in school trips.	Additional support offered to ensure a pupil can access extra-curricular activities. This can be funded through Sports Fund or SEN/PP. Risk assessment for school trip must demonstrate consideration	Class Teacher SENCO	Ongoing

		for pupils with accessibility difficulties.		
Access to the physical environment				
Access routes, doors and corridors being accessible for all pupils and visitors.	The school is built upon one floor with corridors and doors accessible for wheelchairs. There is a ramp facility to access the building at the front of the school.	Corridors are free from obstruction and doors have safety closes fitted. Any spillages are cleared immediately and warning signs placed.	Leadership	On-going
Car Parks and School Grounds bays	On-site car parking for staff and visitors include dedicated disabled parking bays in front of school reception and in the staff carpark.	Monitor disabled bays and ensure that they are used for their intended purpose.	Leadership	On-going
Toilets	The School has a disabled toilet which is easily accessible.	Maintain cleanliness of the facilities	Cleaners	Ongoing
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.	Admin staff	On-going
Access to information				
Awareness of providing information in a user-friendly way for everyone to access.	Information for parents is clearly worded on website, in Newsletters and on Social Media.	Support is offered to parents whose learning disabilities cause a hindrance. (reading, form-filling) Provision made for those unable to visit school due to health reasons.	Leadership SENCO	Ongoing

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?

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