



**Bishop
Hogarth**

Catholic Education Trust

St. Teresa's Catholic Primary School

Accessibility Plan



St Teresa's RC Primary School

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Aims of the Accessibility Plan

It is the aim of St. Teresa's Catholic Primary School to ensure equal opportunities for ALL within its community. We have a statutory obligation to accommodate the needs of pupils, staff and visitors - including those with a disability - both inside the school buildings and on its grounds.

A person is regarded as having a disability if 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”* (according to the Equality Act of 2010).

This plan outlines how St Teresa's aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act (i.e. the curriculum, the physical environment and information).

Therefore, this plan seeks to:

- Increase the extent to which pupils with disabilities can **participate in the school 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 and delivery of information** to pupils with disabilities.

It is important that this plan is resourced, implemented and revised in order to take into account the changing needs of the school and its pupils. It will therefore be reviewed accordingly every three years and also when the school has undergone a refurbishment, significant alterations or a new build.

The Accessibility Audit

To assist in the development of this plan and the identification of key issues, St. Teresa's have undertaken an Accessibility Audit which will be reviewed and updated every three years. The school's most recent Accessibility Audit has been published below and covers the following areas as outlined above.

- **Access to the curriculum** – the school have assessed 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 have assessed the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the school have assessed the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school considered 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.

Considerations have also been made for pupils with **English as an additional language** (EAL).

This audit has been used as a tool to prompt investigation and its findings have enabled the school to identify key issues to be addressed. The actions that will be taken to address these issues have been detailed below. All actions will be carried out within a reasonable timeframe.

Planning duty 1: Curriculum

Issue	Action to be taken	Person(s) responsible	When	Outcome
Pupils with SEND may not have access to the full curriculum without hinderance - including: PE, drama and music.	Audit of the whole school curriculum.	Headteacher, SENCO and subject coordinators	Autumn 2022	Senior leadership team and teaching staff are aware of the accessibility gaps in the curriculum. Actions have been put in place in order to address these gaps (i.e. specialist teaching/interventions, high quality resources, 1:1/small group support).
Staff members may not have the skills to support pupils with SEND within the classroom and around school.	Professional development provided to all necessary members of staff. Training for teachers on differentiating the curriculum for pupils with SEND.	Headteacher, external advisors, SENCO	Autumn 2022	Staff members have the confidence and skills to support pupils with SEND. Differentiation/adaptations for these pupils are evident on lesson plans. Pupils with SEND are able to reach their full potential and achieve well. Pupils with SEND feel supported in lessons and around the school.
Pupils with specific disabilities may not be able to access lessons within the mainstream classroom.	Provide tablets and other reasonable adjustments/resources for pupils with SEND.	Headteacher, SENCO, computing coordinator	Ongoing	Pupils with SEND can access lessons within the mainstream classroom, where possible, utilising resources as appropriate.
Pupils with SEND may not be able to access extra-curricular activities and school trips.	The needs of pupils with SEND are incorporated into the planning process of extra-curricular activities and school trips.	Teachers, SENCO, Health and Safety Coordinator	Ongoing	Pupils with SEND are able to participate and enjoy extra-curricular activities and school trips.

Planning duty 2: Physical environment

Issue	Action to be taken	Person(s) responsible	When	Outcome
Entrances and reception areas may not be accessible for pupils, staff and visitors with a disability.	Inspection of EYFS, KS1 and KS2 entrances and reception areas to ensure they are either flat or ramped with wide doors.	Headteacher, SENCo and Health and Safety Coordinator	Autumn 2022	<p>All entrances and reception areas are fully accessible for wheelchair users and those with ambulatory difficulties have room to manoeuvre.</p> <p><i>Power assisted door buttons are at a height for pupil safeguarding purposes.</i></p> <p>The main entrance to the school has a disabled ramp leading into the KS2 building. Reasonable access to all other areas of the school can be gained from this point.</p>
Corridors, aisles and doors may not be accessible for pupils with a disability.	Inspection of the school's physical environment, paying particular attention to the accessibility of corridors, aisles and doors for wheelchair users.	Headteacher, SENCo, Health and Safety Coordinator and Caretaker	Autumn 2022 and ongoing	<p>The school is aware of potential accessibility barriers to its physical environment.</p> <p>Bespoke arrangements are made to ensure that pupils, staff and visitors with a disability are able to access the corridors, aisles and doors.</p> <p>Dedicated time is given to pupils who need additional support to move around the building.</p> <p>All relevant staff members are proactive in ensuring that corridors remain clear of obstructions and spillages.</p>

<p>The car parks and school grounds may not be accessible for pupils, staff and visitors with a disability</p>	<p>On-site car parking for parents, staff and visitors which include dedicated disabled parking bays in front of the Reception are monitored daily to ensure appropriate usage.</p>	<p>Headteacher, senior leadership team and reception staff</p>	<p>Autumn 2022 and ongoing</p>	<p>School carparks and grounds are fully accessible for all.</p>
<p>Wheelchair users and those with ambulatory disabilities may have limited access to seating in classrooms, dining halls, staff rooms and other workspaces and may not have adequate room to manoeuvre.</p>	<p>Regular inspection of classrooms, dining halls, staffrooms and other workspaces to ensure sufficient space and room to manoeuvre.</p>	<p>Headteacher, senior leadership team</p>	<p>Ongoing</p>	<p>Pupils, staff and visitors (particularly wheelchair users and those with ambulatory difficulties) have appropriate seating and room to manoeuvre in all areas required.</p>
<p>The learning environment of pupils with visual or auditory impairments may not be accessible.</p>	<p>Inspection of classrooms and other learning environments with input from specialist external professionals – taking into account: lighting, glare and contrast which may interfere with the learning of pupils with a visual impairment. Inspection of classrooms and other learning environments with input from specialist external professionals – taking into account: acoustics, visual signals and the use of induction loops which may interfere with the learning of pupils with an auditory impairment.</p>	<p>SENCo, teaching staff, external professionals</p>	<p>Ongoing and as appropriate (given need)</p>	<p>Learning environment is accessible to pupils with visual impairments</p>

<p>Toilets and changing facilities may not be accessible for pupils/staff/visitors with a disability.</p>	<p>Regular inspection of disabled toilet, ensuring it is fully accessible for pupils, staff and visitors using a wheelchair or those with a visual impairment.</p>	<p>Headteacher, SENCo, Health and Safety Coordinator and cleaning staff</p>	<p>Autumn 2022 and ongoing</p>	<p>Pupils, visitors and staff with specific disabilities have access to an appropriate toilet at all times. Cleanliness of these facilities is maintained.</p>
<p>Pupils, staff and visitors may not have access to emergency means of escape.</p>	<p>Audit of emergency procedures to determine whether means of escape are fully accessible. <i>Is the fire alarm visual as well as audible including inside toilets?</i></p>	<p>Headteacher, Health and Safety Coordinator</p>	<p>Autumn 2022</p>	<p>Following review, the school has internal emergency signage/signals and escape routes that are clearly marked and accessible.</p>

Planning duty 3: Information

Issue	Action to be taken	Person(s) responsible	When	Outcome
Written information in school may not be accessible for those with a disability (i.e. a visual impairment, dyslexia).	Audit of information and delivery procedures within school with a view to accommodating for those who may have difficulty accessing and understanding standard forms of printed information. The school will seek advice from external professionals and look into how we can incorporate aids such as simple language, symbols, large print, audiotape or Braille when issuing information.	Headteacher, SENCo, Computing Coordinator and external professionals	Spring 2023	School is aware of accessibility gaps to its information delivery procedures and is putting in measures to ensure that written information is available in a range of alternative formats.
The school's internal signage may not be accessible for pupils, staff and visitors with a disability.	Review internal signage in light of changes implemented pre and post COVID restrictions.	Headteacher, SENCo.	Autumn 2022	Pending the results of the review - ordering of new internal directional signage identifying key areas as well as indicating the flow of movement.
The school website may not be accessible for children with SEND.	Audit and review of school website with a view to incorporating features such as translation and audio reading.	SENCO, Computing Coordinator	Spring 2023	Following an audit and re-design, the school website is accessible for children and adults with SEND.