



Accessibility Plan

ST WILFRID'S, BISHOP AUCKLAND

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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
Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Autumn 2025	SLT and teaching staff are aware of any accessibility gaps in the curriculum
Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Ongoing	Staff members have the skills to support pupils with SEND
School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Ongoing	Planning of school trips takes into account pupils with SEND

Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Ongoing	Pupils with SEND can access lessons
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Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Management does not know if the school's physical environment is accessible	Audit of physical environment	SLT Site staff	Ongoing	School is aware of accessibility barriers to its physical environment and will make a plan to address them
Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	HT SBM	Ongoing	Learning environment is accessible to pupils with visual impairments
Toilets are not accessible	Handrails installed	HT SBM	Ongoing	Access to toilets is increased

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Leaders do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Ongoing	School is aware of accessibility gaps to its information delivery procedures
School needs to know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Ongoing	School is aware of local services for converting written information into alternative formats
Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Ongoing	Written information is fully accessible to children with visual impairments
School website is not accessible to children with SEND	Audit of website	SLT	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 Wilfrid's, Bishop Auckland	July 2025

Audit completed by	Role
J Sands	Head teacher

Accessibility Audit

Feature	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				
Curriculum is accessible to pupils with a disability or additional need.	Adaptive teaching and support offered across school Every effort given to make sure curriculum is accessible to pupils whatever their need. Bespoke curriculum/engagement curriculum available for pupils working well below age	Regular review of current offer Flexibility case by case depending on pupils needs.	SLT SENDCO Teaching staff	Ongoing
Resources	IT hard ware and software available for pupils with additional needs	SENDCo to up date resource needs in line with pupil need	SENDCO and staff	ongoing
Staff	Staff knowledge and skills to be kept up to date	Regular CPD on identifying need, sharing good practice and reviewing the resources we have in school	All staff and SLT	Termly
Access to the physical environment – See guidance note 2				
Environment	School building is all on one level all areas are accessible for wheel chair access, disabled toilet in place accessed from school hall	Regularly checked to see all access isnt blocked and are kept clear at all times. Check surfaces in good repair Staff know best access points for anyone with additional need	All staff including caretaker	ongoing

Access to information – see guidance note 3				
Website may not be accessible to all	Any information on website can be made available in variety of forms on request Audit website	School office available to aid anyone in accessing the information like policies on the website, hard copies, enlarged versions, Seeing AI for tech reader.	Office and SLT	Ongoing Audit completed by Autumn 2025
Communication - EAL	EAL families to access information from school	Class Dojo has translate feature	All staff	ongoing
Communication – SEND/additional need/poor skills	Invite to all school members if they need support with forms or larger documents.	PSA, office staff and SLYT available to support	SLT PSA	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?