



**Bishop  
Hogarth**

Catholic Education Trust

# **Accessibility Plan**

## **The English Martyrs Catholic School and Sixth Form College**

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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	Spring 2023	Management and teaching staff are aware of the accessibility gaps in the curriculum Curriculum adapted and enhanced.
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	Summer 2022	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	Summer 2022	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	Autumn 2023	Pupils with SEND can access lessons

## Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
The school is built upon over a range of storeys in different buildings.	Bespoke arrangements are made to ensure that students with a disability are able to access all their classes school. Extra time is given to students who need additional support to move around the building.	Leadership	On-going	All pupils can access all classes and have same learning experience.
Corridors, Aisles & Doors All corridors are suitable in size to accommodate wheelchair access.	Site team are proactive in ensuring that corridors remain clear of obstructions.	Site team	On-going	Pupils with mobility issues can access all buildings.
Lifts	Lift in Main Building and Sixth Form which are serviced annually to allow access to all floors.	Site Team	On-going	Pupil with mobility issues can access all levels of the buildings.
Car Park	On-site car parking for staff and visitors include dedicated disabled parking bays. Monitor disabled bays and ensure that they are used for their intended purpose	BM and Site Team	On-going	Access to car park is fit for all.

Entrances & Reception	Entrance to school buildings are either flat or ramped and all have wide doors.  Timetable of individuals to be reviewed to ensure access to all classes.	BM and AHT-Curriculum/SENDSCO	On-going	Access to school buildings fit for all.
Toilets	The School has individual toilets sited at various points throughout the School buildings. Maintain cleanliness of the facilities	Cleaners & Site Team	On-going	Individual toilets kept to the same standard of cleanliness as all toilets.
Emergency lighting (internal and external)	The School has internal and external emergency lighting to provide clear and well-lit access. Checks and monitoring to continue.	BM & Site Team	On-going	Access / egress routes are well lit internally and externally.
Emergency escape routes	The School has internal emergency signage and escape routes are clearly marked. Emergency signage and escape routes are updates when needed. Stair chairs are available and clear assembly points for evacuation.	BM * Site Team	On-going	Emergency routes are clearly identifiable and school community knows them well
Children with physical disabilities cannot access some of the playing fields.	Construction work undertaken	SBM/building contractors	TBC	School buildings are fully accessible.

### Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
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Raise the awareness of adults working at and for the school on the importance of good communications systems	Attend training courses, governors to be included. Translate letters to GRT/EAL parents/pupils	SLT	On-going	Awareness increased across all stakeholders
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.	Contact LA and other external agencies.	SENCO	As required	Information provided in alternative formats
Leaders are uncertain whether school information is accessible or not.	Audit Website of information and delivery procedures.	SLT, SENDCO & Network Manager	Autum 2024	Website is fully Accessible

## 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

Audit completed by	Role
Andrew Rogers	Executive Headteacher

English as an additional language (EAL).

Name of school	Date of audit
The English Martyrs School and Sixth Form College	June 2025