

Accessibility plan



Plan Produced By	Mrs E L Elliott
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Linked or Related Policies	Risk assessment policy Health and safety policy Equality information and objectives (public sector equality duty) statement for publication Special educational needs (SEN) information report SEND policy Supporting pupils with medical conditions policy

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our approach to equality is rooted in our Catholic faith and based on 7 key principles:

1. **All learners have undeniable dignity as children of God.** We recognise that every person is made in the image and likeness of God, regardless of whether they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. This inherent dignity demands our respect and equal treatment.
2. **We recognise, respect and value difference as part of God's creation.** We understand that diversity is a strength and a reflection of the richness of God's creation. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. We believe that diversity should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships rooted in Gospel values.** Guided by Christ's commandment to love one another, we actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging in our Catholic community.** We want all members of our school community to feel a sense of belonging within the school and wider community, to feel that they are respected as children of God and able to participate fully in school life.
5. **We observe good equality practices for our staff, recognising their dignity.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development, treating each person with the dignity they deserve.
6. **We have the highest expectations of all our children, recognising their God-given potential.** We expect that all pupils can make good progress and achieve to their highest potential, fulfilling the unique gifts and talents that God has given them.
7. **We work to raise standards for all pupils, but especially for the most vulnerable, following Christ's example.** Following Jesus's preferential option for the poor and marginalised, we believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Our approach to inclusion focuses on removing all barriers to learning and participation by embedding equity into our school's culture, physical environment, and daily operations. This holistic strategy aligns with legal duties of The Equality Act 2010 and addresses three key areas.

1. Increasing Curriculum Access

Inclusion is at the heart of all we do to ensure that learning is accessible to all students right from the start. This includes a focus on high quality adaptive teaching, materials and use of technology. We also endeavour to ensure that the wider extra-curricular offer is adapted and accessible for disabled students.

2. Improving the Physical Environment

We continuously audit and modify our school grounds and site to maximise physical independence and access. We maintain ramps, lifts, automatic doors and operate a one-way system where practical to support calm and well-managed corridors. We provide quieter areas and equal access to social spaces during breaks for all of our students.

3. Improving Access to Information

We are committed to improving the availability of accessible information to pupils with disabilities and other identified barriers.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum and wider school activities for pupils with a disability	- Our school is proud to offer a full curriculum to all pupils and works to ensure that that access to this is our main priority. - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils		All teachers and support staff will continue to develop and improve their practice through training in order to meet the diverse needs of all pupils. All pupils will have access to equitable opportunities to participate in wider school activities and trips which enhance the curriculum and broaden their life experiences.	- Ongoing training to enhance Quality First Teaching and a core focus on adaptive teaching/development of appropriate resources to support the learning of pupils with additional needs and disabilities. - Regular updates to Student Passports and appropriate training delivered to support staff with utilising them effectively. - Identification of students for additional intervention which is additional to and different from the whole school offer. - Development of formal staff referral process, in addition to existing triage systems. - Trips and visits take into account the needs of the cohort and are adapted where necessary to ensure that all children can be included and participate.	LJA EEL KPH MPE Staff arranging visits and activities	Ongoing - July 2029 with annual reviews to monitor progress.	- Staff will have accessed and utilised regular training and have enhanced skills and knowledge around how to adapt their approach. - Evidence of adaptive teaching will be visible in classrooms. - Evidence of appropriate resources will be visible in work scrutinies and observations. - Student voice will demonstrate what staff do to include and support them to access the curriculum.

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	All students are encouraged to take part in extra-curricular activities and trips, including day trips and residential activities.			- Staff organising trips and activities consult with the SENDCO and Year Managers to discuss potential barriers in advance of arranging a visit. - Risk assessments are carried out, taking into account the individual needs of students and these are shared with relevant staff. - Transport providers are made aware of additional needs and requirements or appropriate arrangements are made to ensure participation. - Extra-curricular activities are adapted where possible to meet the needs of the cohort and to enable those children with disabilities to consider participating. - Specialist equipment is used and accessible where required.			- Student Passport strategies will be consistently followed. - Students will be quickly identified for additional intervention. - Staff will feel confident in identifying possible needs and will be able to refer their concerns in a timely manner. - All students are able to participate fully in trips and activities organised by the school. - Where children with disabilities participate in extra-curricular activities, they have access to the support and equipment they need to do so

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							safely and with dignity. .
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Lifts • Ramps • One-way systems in corridors • Careful consideration to rooming • Disabled parking bays • Disabled toilets and changing facilities • Hoists and hygiene equipment • Carpeting of high traffic areas to minimise noise • Use of AV1 robot		All students, families and other visitors have safe and equal access to the school site and its facilities.	• Audit of movement around the school site. Devise and communicate plans to ensure that pupils with disabilities are able to move safely around the site during lesson changeover and unstructured times. • Audit of buildings and equipment, particularly in practical workspaces and the canteen - looking at accessibility for pupils with a disability. To make recommendations for any modifications following the audit. • PEEPs are developed and reviewed annually in coordination with the site Health and Safety officer. Annual review of training needs for all relevant staff regarding training requirements for PEEPs and associated equipment.	KGI EEL KPH	Ongoing - July 2029 with annual reviews to monitor progress.	• All those who use our site have access to the range of facilities, locations and activities on offer safely. • Any further areas for improvement are identified by audits and added to the Accessibility Plan. • PEEPs are consistently reviewed, with both staff and students knowing what will happen in an emergency.

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	Regular and rigorous checking of equipment						
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: - Internal signage - Large print resources - Radio aids and transmitters - Pictorial or symbolic representations - Reading aloud alongside presenting information visually/in text format - Digital, audio or video formats		- To make written materials available in a wider range of formats, both for pupils and families.	- Review current school publications and information shared, including the school website, and promote the availability in different formats for those who require it. - Review classroom-based resources, including materials for individual students and whole-class resources, such as PowerPoints to establish where changes are required and to identify areas of existing good practice.. - Provide training to staff around adaptive teaching and reasonable adjustments, with a focus on developing resources that will benefit all learners whilst including those with additional needs or disabilities. - Audit the use of assistive technology and identify	EEL KPH JMA LHA MPE RSP	Ongoing, to be completed by July 2029 with annual reviews and updates added to this Plan following audits.	- Written materials are accessible to students, families and visitors and it is clear how they can access appropriate formats. - Classroom based resources are accessible to all and need fewer adjustments to meet individual needs. - Staff refer to Student Passports to plan in advance for adjustments to materials students require. - Staff feel more confident in making

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				where this could be used to greater effect, providing relevant training to staff as required.			adaptations to resources and can consider the benefits of this to the wider cohort. • A wider range of students use technology successfully to remove barriers to their learning and participation.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and Headteacher.

It will be approved by the Chair of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy