'Christ be in our heads, in our hearts and in our hands'

St. Teresa's Catholic Primary School

Accessibility Plan

2025-2028

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Adopted Autumn Term 2025

Aims of the Accessibility Plan

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 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

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.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board 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 governing board 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 governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board 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 findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Inclusive access to a full, broad curriculum for all.	Audit of the curriculum	Headteacher, teachers, SENCO/DHT	Autumn 2027	SENCO evaluated the current curriculum for pupils with complex needs Implemented new bespoke curriculum for identified pupils	Objective Achieved Review each year
	Staff subject knowledge and expertise relating to SEND	INSET provided to staff members Training for teachers on adapting the curriculum and writing IEPs Early Years – Communication and Language PDA	Headteacher, external advisors, SENCO/DHT	Autumn 2027	Staff members have the skills to support pupils with SEND. All teachers are teachers of SEND.	Staff have received training on the graduated approach, precision teaching, widget, sensory curriculum. 2026-27 – focus on adaptative teaching.
Medium term	Inclusive access to enrichments – i.e. school trips, etc.	Needs of pupils with SEND are incorporated into the planning process.	Teachers, SENCO/DHT	Ongoing	Planning of school trips, enrichments and responsibilities take into account the needs of pupils with SEND. Pupils with SEND are	SEND pupils are always included on trips – special arrangements are

					represented across the school.	considered, separate risk assessments when appropriate.
	Pupils with social and emotional difficulties are supported to develop key skills during play time/ lunch time.	Intervention sessions and play activities to develop social skills	Teachers, SENCO/DHT	Ongoing	Support is in place to enable all pupils to develop vital social skills and friendships.	New programme introduced – Confident Me
Long term	Overcoming barriers to learning	Provide resources (tablets, laptops, writing tools, sensory equipment), specialist equipment and other adjustments for pupils with SEND	Headteacher, SENCO/DHT	Ongoing	Pupils with SEND can access lessons	Resources are purchased as required.
	Promoting spiritual, moral, social and cultural development for all pupils	Curriculum to be evaluated and devised with particular reference to issues of equality and diversity.	Headteacher, SENCO/DHT	Autumn 2027	Curriculum will contain content that covers issues relating to equality and diversity.	School has achieved 4 badges towards the equality mark and are working on the final 2 badges.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Accessibility of the school's physical environment.	Audit of physical environment	Governors, Site School Manager, Operations manager (SOM), Headteacher	Ongoing	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Ongoing reviews
Medium term	Accessibility of the learning environment for pupils with visual impairments	Incorporation of appropriate colour schemes	HT / SENCO/SOM	Ongoing	Learning environment is accessible to all pupils with visual impairments	Ongoing reviews
	Transition to new classrooms each academic year	During transition phase, ensure that an environmental audit is carried out to access any physical improvements which need to be made to the classroom.	SENDCO/HT	Ongoing	Learning environment is accessible to all pupils	Ongoing reviews

	Access to toilets and changing facilities	Handrails installed	SOM	Ongoing	Access to toilets and changing facilities is increased	Ongoing reviews
Long term	Access to school building for children with physical disabilities	Audit of physical environment	SOM/building contractors	Ongoing	School buildings are fully accessible	Ongoing reviews

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Accessibility of school information	Audit of information and delivery procedures	SENCO, ICT technician	Ongoing	School is aware of accessibility gaps to its information delivery procedures	Ongoing reviews
	Making written information accessible to all	Schools seeks advice from external advisors	SENCO	Ongoing	School is aware of local services for converting written information into alternative formats	Ongoing reviews

Medium term	Accessibility of written information for pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when backing boards and considering the learning environment. Replace window blinds	SENCO/DHT Key stage leaders	Ongoing	Written information is fully accessible to children with visual impairments	Ongoing reviews
Long term	Access to school website for all pupils	Audit of website – changing website to be compliant	Computing leader, Headteacher SENDCO/DHT	Autumn 2026	Website is fully accessible	Ongoing reviews

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