





Accessibility Plan

Policy Review Date : September 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

This plan outlines how St Patrick's RC Primary 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 Equality 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 will 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.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Review

The governing board will undertake an annual Accessibility Review. The review 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 review, 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 review 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 duty1: Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT / teachers	Termly meetings with parents/carers Termly ILP meetings with teacher Pupil passports shared with parents Annual Reviews of EHCPs in timely manner	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Dynamis accreditation for adults in school working with children daily Training from SALT, RANS social communication team (NOTES) , behaviour and learning support team (FAT), RANS HI and VI, Online resources for CPD shared with staff Autism Champion training package (social stories. LEGO Therapy, etc.)	Training time TA time allocated	Dynamis (2 staff = Train the Trainer trained. Teachers and TA3 staff accredited already) REAL Trust SEND courses planned for academic yr 2025-6	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/ /Autism Champion Use of ICT	Specific apps to support learning on ipads	In place and ongoing. SENCo to explore Clicker update (by summer 2026 with Trust)	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	Senco /SLT	Sensory Club Pastoral Manager support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Lego Therapy, Lunch club. Use of access arrangements for assessment/National tests	Training time The Pod	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	Senco	iPads/recorders available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions Use of blankets, chew toys, fiddle toys, sensory diet toys	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.
Improve educational experiences for hearing impaired pupils	Senco / teachers	Daily maintenance and use of radio aids when required	Installation of equipment	In place when required - regular	Staff know how to operate/maintain

		Consult Hearing Impairment team to provide curriculum specific aids (E.g. word mats)		visits from sensory support team.	hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco/Staff leading clubs/ PE Lead	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club/visit	Ongoing Swimming Risk Assessment to be completed for ASC pupils by Feb 2026	Increased access to the extra-curricular activities for all pupils with SEND. School participation in x-school SEND competitions

Planning duty 2: Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets & changing bed	HT	Maintain wheelchair accessible toilets	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	HT	Designated disabled parking bay Wide doors and corridors		In place	Physical accessibility of school increased
Improvements to help the hearing impaired	HT /SENCo	Visual light linked to fire alarms – PEEPs in place where needed	Cost of equipment/ installation	Future plan PEEP updated Sept 2026	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	HT /governors	Signs indicate disabled parking bay	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	HT /site manager	Ensure that pathways are lit & kept clear of vegetation	Cost included in grounds	Ongoing	People with disabilities can move unhindered along
Maintain safe access around the interior of the school	HT	Awareness of flooring, furniture and layout in planning for disabled pupils Use of upstairs classroom considered carefully	Cost of any adjustments that need to be made	Ongoing	People with disabilities can move safely around the school

Planning duty 3: Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ Senco	Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Ensure documents are accessible for pupils /parents/staff with visual impairment	Class teachers/ Senco / Office	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment as needed.	In place & ongoing	Pupils able to access school documentation

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.