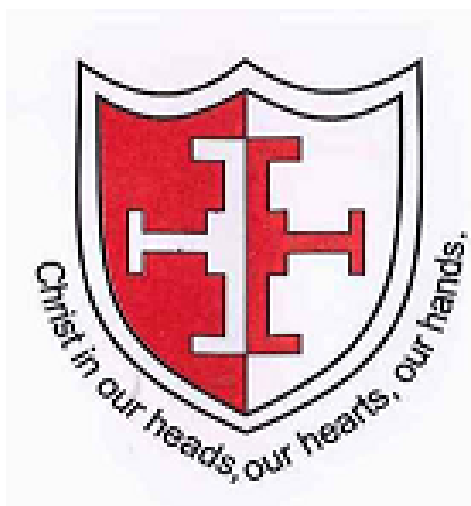


Accessibility Plan

St Chad's Catholic Primary School



Last reviewed on: 11th March 2025

Next review due by: 11th March 2026



Part of the St John Bosco Catholic Multi Academy

Introduction

St. Chad's is committed to ensuring that all students, staff and visitors, regardless of disability can fully participate in school life. This accessibility plan is designed to comply with the **Equality Act 2010** and improve access to our school for students with disabilities.

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1. Aims

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

- **Improve access to the physical environment** – ensuring that all areas of the school are accessible.
- **Enhance access to the curriculum** – adapting teaching, learning and assessment to meet diverse needs .
- **Increase accessibility of information** – making all school communication available in appropriate formats..

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school (such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be made available online, on the school website, 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.

Dudley Regional Governing Body

Dudley Metropolitan Borough Council

Archdiocese of Birmingham

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.</i></p> <p><i>The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.</i></p>	<p>To continue to provide students with SEND access to the curriculum supported by the schools SEND provision.</p> <p>Further development of the curriculum and strategies to increase access for pupils working below expected levels</p> <p>To ensure the curriculum is reviewed termly to ensure it is accessible to all students.</p>	<p>Ensure current good practice is maintained and monitored.</p> <p>Develop regular training opportunities for staff on SEND and appropriate teaching and learning strategies</p> <p>Monitoring from SLT through</p> <p>Lesson Observations</p> <p>Learning Walks</p> <p>Book Scrutinies</p> <p>Data analysis</p> <p>Curriculum leaders and SENCO to look closely</p>			<p>Can all pupils with a disability access the curriculum?</p> <p>Is the curriculum regularly reviewed?</p> <p>Are all policies and information up to date?</p> <p>Is there evidence of an implemented graduated approach?</p> <p>Is there evidence of accessing specific specialist support?</p> <p>Is there evidence of organizing specific</p>

	<p><i>Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND).</i></p> <p><i>This includes identification of SEND at a very early stage through close liaison with teachers and parents Identification is supported by using a graduated approach to assessing and identifying needs, planning provision, support and interventions, embedding and delivering high-quality support and provision, and then reviewing the effectiveness and impact of that support for pupils. This approach also listens to student and parent/carer views considering them in all aspects of school life.</i></p> <p><i>Increasing access to the curriculum also involves organising specific specialist intervention to build skills. Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals is also accessed.</i></p> <p><i>Special access arrangements for internal and external exams.</i></p>	<p>To ensure the SEND policy, Local Offer and SEND report are reviewed and updated as required.</p> <p>To continue to implement a graduated approach to the identification of SEND.</p> <p>To implement Edukey to lead and manage provision effectively.</p> <p>Continue to build professional relationships with specific specialists to provide interventions.</p> <p>Ensure that any necessary aids that enable students to better access the curriculum are provided.</p> <p>Organise, structure and provide special access arrangements as</p>	<p>at the curriculum offer to ensure that the knowledge all pupils need to have is clear and specific.</p> <p>Continue to monitor the effective use of high quality adaptive teaching in lessons.</p> <p>Embed scaffolding into lessons and the ethos that we want all pupils to 'Keep up, not catch up'</p> <p>Implement Dudley's OAIP (Ordinarily Available Inclusive Provision) to ensure that school is making reasonable adjustments to meet needs</p>			<p>access arrangements.</p> <p>Is there evidence of specific target setting and monitoring?</p> <p>Is there evidence of successful, professional partnership working with parents / carers.</p> <p>Has an awareness programme been implemented?</p> <p>Are there regular training opportunities regarding SEND for teachers and staff?</p> <p>Is there evidence of the impact of the Oak Tree Room</p> <p>Are all pupils needs reviewed regularly and is there evidence of the APDR cycle?</p>
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	<p><i>Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.</i></p> <p><i>Partnerships with parents / carers are supported, planned, structured and on going.</i></p> <p><i>Pupils voices are encouraged, valued and respected.</i></p> <p><i>Children with complex and severe learning needs have access to Oak Tree Room (an ARP that is a less formal style of classroom with a routine that meets their needs and a multi-sensory approach to learning.)</i></p>	<p>required.</p> <p>To continue to implement specific target setting developed from baseline assessments and monitor the impact of interventions</p> <p>To continue to build foundations for successful partnerships with parents / carers to support all children with SEND.</p> <p>To develop an awareness raising programme for all students about the range of differences and SEND in school</p> <p>To develop regular SEND training opportunities for staff</p>				
<p>Improve and maintain access to the physical environment</p>	<p><i>The school environment already incorporates many features to ensure accessibility to students with disabilities.</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p>	<p>Ensure signs are clear and helpful. Consider the use of additional visual signage to support specific needs</p>	<p>HT, Health and Safety and Finance Committee meetings determine spending plans, priorities and time frames for completion</p>			<p>Is our school accessible to all?</p> <p>Is there evidence of the impact of the SEND Hub and the</p>

	<p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Easy accessibility to classrooms</i> • <i>Accessibility around school</i> • <i>Good corridor width</i> • <i>Disabled toilet</i> • <i>Flooring</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Ground floor</i> • <i>Several entrances to school</i> • <i>Disabled parking bay</i> • <i>Customise furniture and equipment</i> <p><i>In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.</i></p>	<p>To ensure that all pupils can access Forest School and consider the need for a ramp.</p>	<p>SENCO to audit training needs of staff and liaise with CADMUS, LA and other outside agencies to provide up to date training</p> <p>Ensure that all PEP (personal evacuation plans) are reviewed and kept up to date.</p> <p>Ensure that all clubs and trips can accommodate all students.</p>			<p>resources on meeting the needs of our learners?</p> <p>Is there sufficient access to Forest School for all?</p>
<p>Improve the delivery of information to pupils with a</p>	<p><i>Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The</i></p>	<p>To continue to provide current good practice.</p>	<p>To audit the ICT provision for children with SEND, review findings and enhance</p>			<p>How effective is the ICT provision for children with SEND?</p>

<p>disability</p>	<p><i>increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.</i></p> <p><i>Differentiated resources with particular attention to reading age, plain English, images and layout are provided.</i></p> <p><i>Laptops and other digital technologies are used.</i></p> <p><i>Tactile resources and resources that provide multi sensory learning are provided.</i></p> <p><i>Scribes are used as and when required.</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>• Internal signage</i> <i>• Large print resources</i> <i>• Pictorial or symbolic representations</i> <i>• Visual Timetables</i> <i>• Task boards</i> <i>• Now and Next boards</i> <p><i>Auditory resources</i></p>	<p>To further improve the ICT equipment for children with SEND</p> <p>To further develop the use of assistive technology for students with learning disabilities.</p>	<p>provision.</p>			
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4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Executive Principal, Head of School and Directors.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor	None		
Corridor access	Very wide corridors	None		
Lifts	No passenger lifts	None	Site Manager Estates Manager	Annually
Parking bays	1 disabled parking space next to the front entrance of the school	None	Estates Manager	
Entrances	Several entrances in order to access the school all with level access	None		
Ramps	Ramps are used to access the school playing field and the outdoor gym equipment.	None		
Toilets	Multiple toilets throughout school. Disabled toilets in EYFS area and	None		

	KS1 area.			
Reception area				
Internal signage				
Emergency escape routes	All escape routes are signed and illuminated in accordance with current Building Regulations	Monitor and improve as regulations change	Estates Manager	Ongoing
Evacuation Chairs		Monitor and service annually by certified persons	Site Manager	Ongoing