



# **Accessibility Policy and Accessibility Plan**

**Revised:  
October 2025**

To review: October 2027

## **St Cuthbert's Accessibility Policy:**

At St Cuthbert's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure we recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

St. Cuthbert's Catholic Primary School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children, irrespective of special need or disability. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). This Plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

### **Definition of Disability**

The Equality Act (2010) states that a person has a disability if: They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### **Contextual Information**

St. Cuthbert's Catholic Primary School is a single storey building which was built in September 1964 and has undergone a number of internal and external alterations since that time in order to make it DDA compliant. The school is actively improving accessibility for children and visitors, an area carefully considered when building schemes are considered and completed. All teaching areas in the main school building are accessible by disabled or wheelchair users. St. Cuthbert's external areas, which form sports/play areas, roadways, footpaths and car park are all accessible to those with disabilities and there is a disabled car parking bay. Some school entrances have ramp access and there are accessible toilets housed in the main school building.

We provide all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of children.
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

St. Cuthbert's Catholic Primary school recognises its duty under the Equality Act (2010). The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an education provider to treat a disabled child unfavourably. We commit to taking all reasonable steps to avoid putting disabled children at a substantial disadvantage (the

'reasonable adjustment' duty). The governors have the duty to publish Accessibility Strategies and Plans.

### **Scope of the Accessibility Plan**

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of St. Cuthbert's Catholic Primary School for the purpose of increasing the extent to which disabled children are able to take advantage of education and associated services. We aim to meet the needs of children currently on roll and prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum.
3. Ensuring that appropriate support is given to all pupils with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals.

### **Management**

Accessibility action planning forms part of the school's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review the school's policies, procedures and facilities when they are likely to affect both current and prospective children who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the school's Accessibility Action Plan.
- To continue to review the school's SEND Policy.

### **Monitoring**

Monitoring is essential to ensure that children with SEN and disabilities are fully able to access the curriculum. We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions

### **Teaching and Learning Support**

As set out in the SEND Policy, St. Cuthbert's Catholic Primary School has:

- qualified teaching and Learning Support staff who are equipped to deal with a range of learning difficulties experienced by children. These children can, with support and a range of strategies, access our curriculum.
- qualified teaching and Learning Support staff who are equipped to deal with a range of disabilities experienced by children. These children can, with support and a range of strategies, access our curriculum.

St. Cuthbert's Catholic Primary School has procedures for dealing with accessibility in advance of a child's arrival or, in the case of the emergence of a disability during a child's time at our school, as soon as is reasonably possible, by considering and making available:

- Appropriately modified resources and materials
- Appropriately modified teaching approaches
- The use of ICT aids where appropriate
- Personalised learning provision and support

Other related school Policies Equality for disabled children is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Teaching and Learning Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection policies.
- School Improvement Plan.
- SEND Policy
- SEN Information

St Cuthbert's Catholic Primary School recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

## **St Cuthbert's Accessibility Plan:**

### **Vision Statement**

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments (which may be needed in the future).
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

### **Accessibility Plan**

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Cuthbert's Catholic Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period, in line with the SIP. The plan will be reviewed and updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 pupils in accessing the curriculum.
  - Improving teaching and learning lies at the heart of the school's work; through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.
  - It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur, if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new Plan for the following period.
  6. As curriculum statements are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
  7. The Plan will be monitored through the Curriculum and Standards Sub-Committee of the Governors.
  8. The Plan will be monitored by Ofsted as part of their inspection cycle.
  9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- The Accessibility Plan will be published on the school website.
  - The Accessibility Plan will be monitored through the Governor Resource Committee.
  - The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **The Head Teacher**

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**Aim 1:** To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short/Medium/Long Term aim	Targets	Strategies	Timescale	Impact
Short	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	2023-2026 (Ongoing)	All policies clearly reflect inclusive practice and procedure
Short	Ongoing medical training for staff on key medical issues for current children eg. heart conditions, epilepsy, diabetes, allergies	SENDCo to contact school nurse for advice and training. SENDCo to attend medical cases training regularly	Ongoing – update for any new staff.	All disabled pupils will be safe and all staff will be fully equipped to deal with necessary emergencies.
Short	To liaise with Nursery/KS1 providers to review potential intake	To identify pupils who may need additional to or different form of provision	Annually	Procedures/equipment/ ideas set in place by September of each academic year.
Short	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	Clear collaborative working approach
Short	To deliver findings to the governing body.	Finance and premises and curriculum governor meetings	Termly	Governors fully informed about SEN provision and progress
Medium	To introduce a buddy system to support those children with a disability	Buddies appointed and allocated to pupils that need a little extra support.	Annually	All children with a disability will feel fully supported within their school and classroom environment.

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Medium	To ensure disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> <li>*Utilise parking space to drop off and collect children.</li> <li>• Offer phone call to explain letters home</li> <li>• Adopt a more proactive approach to identifying the access requirement of disabled parents</li> </ul>	Ongoing	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Long	To review and implement support plans to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils. With an emphasis on their view being more detailed.	Teacher and SENCO complete Termly <ul style="list-style-type: none"> <li>• Shared and discussed with parent</li> <li>• Interventions to be recorded</li> <li>• Review must be completed each term</li> <li>• Reviews must be detailed</li> </ul>	Termly	Support plans will accurately map out the next steps in learning and outcomes will be judged against clear success criteria. Staff and parents fully aware of child's outcomes and next steps.

**Aim 2:** To improve and maintain access to the physical environment

Short/Medium/Long Term aim	Targets	Strategies	Timescale	Impact
Short	To improve the physical environment of the school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as	Ongoing	Enabling needs to be met where possible.



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		improved access, lighting, and colour schemes, and more accessible facilities and fittings.		
Short	To ensure a visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Lively and inviting environment maintained.
Short	To ensure PE curriculum is accessible pupils with SEN and disability	Gather information and attend CPD on accessibility in sport.	Ongoing	The PE curriculum is accessible to all
Medium	To evaluate provision for those children that find social interaction times a challenge eg. Play and dinner times	Offer lunch clubs Increase indoor activities that are available	As required	Children will have a more varied choice of activities during lunch time. Children will give feedback which indicates that they feel happy and safe.
Medium	To use ICT software to support learning	Make sure software is installed where needed, including hall. Liaise with VI/HI on information with regard to the visually impaired and hearing impaired pupils.	2025	Wider use of SEN resources in classrooms
Medium	To ensure educational visits are accessible for all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted to ensure it is appropriate and accessible.	As required	All educational trips are accessible for all pupils and pupils take part in a range of activities
Long	To ensure driveway, roads, paths around	Communication with parents via safety	Ongoing	Our children and parents will feel safe when

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	school are as safe as possible.	messages/letters Y3 Road Safety Y5/6 Bikeability		walking on our school premises.
Long	To make the school entrance safe	Ensure pupils are following the walkway and paths into school. Traffic cones to mark off a no parking area to alleviate dangerous driving. Information on newsletters and via text.	2023 ongoing	Pupils, staff and visitors can walk into school safely.

**Aim 3:** To improve the delivery of information to disabled pupils and parents.

<b>Short/Medium/Long Term aim</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Impact</b>
Medium	To make available school prospectus newsletters, textbooks, timetables and other information for parents, carers and pupils in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text)	Ongoing	Parents, carers and pupils can access resources.
Long	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>Investigate symbol software to support learners with reading difficulties.</li> <li>Raising awareness of font size and page layouts will support pupils with visual impairments.</li> </ul>	Ongoing	An inclusive environment for all.

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		<ul style="list-style-type: none"><li>• Auditing signage around the school to ensure that is accessible to all is a valuable exercise.</li></ul>		
Long	Improve external access for visually impaired people	Yellow strip marks on edges of steps	As required	Visually impaired people feel safe in the school grounds

