



St Lewis' Catholic **Primary School**

Accessibility Plan

The School Mission Statement

To belong to our school community, to believe in ourselves and Jesus and to become all you are meant to be, following the footsteps of Christ

Signed by:

K. Berry

Headteacher

Date: 03/10/23

M. McGarry

Chair of governors

Date: 7/10/23

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Aims of the Accessibility Plan

This plan outlines how St Lewis' Catholic 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 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	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Sept 2023	Leadership and teaching staff are aware of the accessibility gaps in the curriculum and measures are taken to ensure all children have access	<i>Interim review: adaptations, including those required for access are mapped on a child's target sheet (November 25)</i>
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on adapting the curriculum led by Mrs Moran	Headteacher, external advisors, SENCO	INSET Sept 2023	Staff members have the skills to support pupils with SEND with adaptations to the curriculum	<i>Interim review: adaptations and targets are set and reviewed regularly, with support and oversight from the SENDCO (November 25)</i>
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Annually	Planning of school trips takes into account pupils with SEND	<i>Interim review: Plans ensure that necessary provision is in place for children with SEND to enable them to fully participate in trips alongside their peers (November 25)</i>
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn 2023	Pupils with SEND can access lessons and evidence in learning walks	<i>Interim review: Lessons are adapted to ensure that all children can access learning at an appropriate level. Ongoing monitoring and feedback / coaching to secure continued development of lesson adaptation (November 25)</i>

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Senior Leadership Team do not know if the school's physical environment is accessible	Audit of physical environment	Health and Safety Advisor / School Business Manager	Summer 2023	School is aware of accessibility barriers to its physical environment and will plan to address them. The report evidences audit.	<i>Interim review: Audit completed – full review in Autumn 2026. Steps up to KS2 with a lift in place should this be required. (November 2025)</i>
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes and taped areas	SBM	Annually	Learning environment is accessible to pupils with visual impairments	<i>Interim review: Not required currently, but adaptations would be made as required to support any children with visual impairment (November 25)</i>
	Learning environment of pupils with hearing impairments is not accessible with loop system	loop system to be considered for any pupils with hearing impairment	SBM	Annually	Any pupils with hearing impairment will be able to access the loop hearing system to support hearing	<i>Interim review: Not required currently, but adaptations would be made as required to support any children with hearing impairment. No loop system currently. (November 25)</i>
Long term	Children with physical disabilities cannot access all school buildings	Routes and plans in place for entry / exit	SBM/building contractors	Annually	School buildings are fully accessible	<i>Interim review: Audit completed – full review in Autumn 2026. Steps up to KS2 with a lift in place should this be required. (November 2025)</i>

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Leadership staff do not know whether school information is adequately accessible	Audit of information and delivery procedures	SENCO, ICT manager / GDPR support	Spring 2024	School is aware of accessibility gaps to its information delivery procedures	<i>Interim review: Parental feedback requested regarding the best way to share information – minimal feedback received. Adaptations for children made following the advice of specialists. (July 2025)</i>
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Annually	Written information is fully accessible to children with visual impairments	<i>Interim review: Not required currently, but adaptations would be made as required to support any children with visual impairment (November 25)</i>
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Annually	Website is fully accessible	<i>Interim review: Website can be translated. Website updated to simplify and make information more easily accessible. (September 2025)</i>