

St Agnes' Catholic Primary School



Accessibility Plan

2025-28

Date of policy review: October 2025

Next review: October 2026

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Statement of intent

This plan outlines how St Agnes Catholic Primary 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 2010 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.

For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

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 SEN Team 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 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

Target	Strategies	Responsibilities	Timescale	Outcome/SC
Further develop and refresh staff expertise in relation to the needs of the schools SEN population	Staff training on curriculum access including: <ul style="list-style-type: none"> • Adaptive teaching • Sensory circuits • Emotional regulation • ELKAN (EYFS) • Sensory smart classrooms • Communication friendly settings 	SEN team	Ongoing rolling programme	Raised staff confidence, particularly new staff in supporting the needs of the pupils in their class
Develop, implement and monitor the Creative Arts Therapy Service in school.	<ul style="list-style-type: none"> • Art Therapist in school once a week • Staff training • Developing resources • Individual and group art therapy sessions for referred pupils 	SENCO	Ongoing rolling programme	Pupils will have improved confidence and ability to address and manage their emotions. Improved educational outcomes for pupils who receive the therapy service

Embed the EAL Assessment Framework as an assessment tool for bilingual or multilingual pupils	<ul style="list-style-type: none"> • Use the rating scale assessment descriptors • Use the assessment descriptors to inform planning 	CTs/Tas/SENCO	Ongoing rolling programme	<p>Pupils language achievements and needs will be identified and tracked</p> <p>Pupils will progress in their understanding and use of language</p>
Further embed strategies to support emotional regulation	Embed zones of regulation LORIC across the school with new staff	SEN team	Ongoing rolling programme	Pupils confident in recognizing their own emotional zone using zones of regulation
Develop use of technology to support pupils access to the curriculum in the classroom	Research apps and online learning resources for pupils to use to support learning	ICT / SEN team	Ongoing rolling programme	Technology is used to support pupils to access the curriculum

Planning duty 2: Physical environment

Target	Strategies	Responsibilities	Timescale	Outcome/SC
Designate spaces around the school that can be used for sensory experiences so children can regulate	Provide sensory toys and resources to support regulation to support chn. Review the resources to reflect sensory needs of pupils Designate spaces around the school – sunshine, rainbow room	SEN team & SEN Tas	Ongoing	Children can regulate their sensory needs in designated spaces around the school
Enhance the use of spaces through strategic planning, implementation and delivery	Send Spaces Tiered Support (BELS) Strategic planning Provision mapping Inclusive practice Utilizing expertise of LSAs	SENCO LSAs	Ongoing	Children will with their peers receive high quality interventions

Planning duty 3: Information

Target	Strategies	Responsibilities	Timescale	Outcome/SC
Review information to parents/carers to ensure it is accessible	<p>Provide information and letters electronically in “simple” English</p> <p>School office will support and help parents to access information and complete school forms online</p> <p>Website redesign to ensure documents accessible by the visually impaired and easily translated into home language</p> <p>School app to ensure parents receive notifications in a timely and targeted fashion</p>	<p>Office</p> <p>School Office</p> <p>SLT</p> <p>Teachers & parents</p>	<p>Ongoing</p> <p>On-going</p> <p>Autumn 2024</p> <p>Ongoing</p>	All parents receive information in a form that they can access and understand.

Consistent use of Widgit visuals to support all pupils	Provide support to staff on how to create personalised visuals using WIDGIT	SEN team	Ongoing	Consistent visuals are used across the school to support all pupils
Languages other than English to be visible in school	Some welcome signs to be multi-lingual representing the language of the school community	SLT Team	Ongoing reflecting the language of the school community	EAL parents to be confident in navigating the school
SEND Coffee Mornings/Workshops	Tie parents coffee mornings in with the schools initiatives Outside agency involvement and or delivery	SENCO Termly Parent Coffee Mornings	On-going	Parents will have improved knowledge and understanding of SEND. They will be confident to implement strategies and advice

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 October 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.