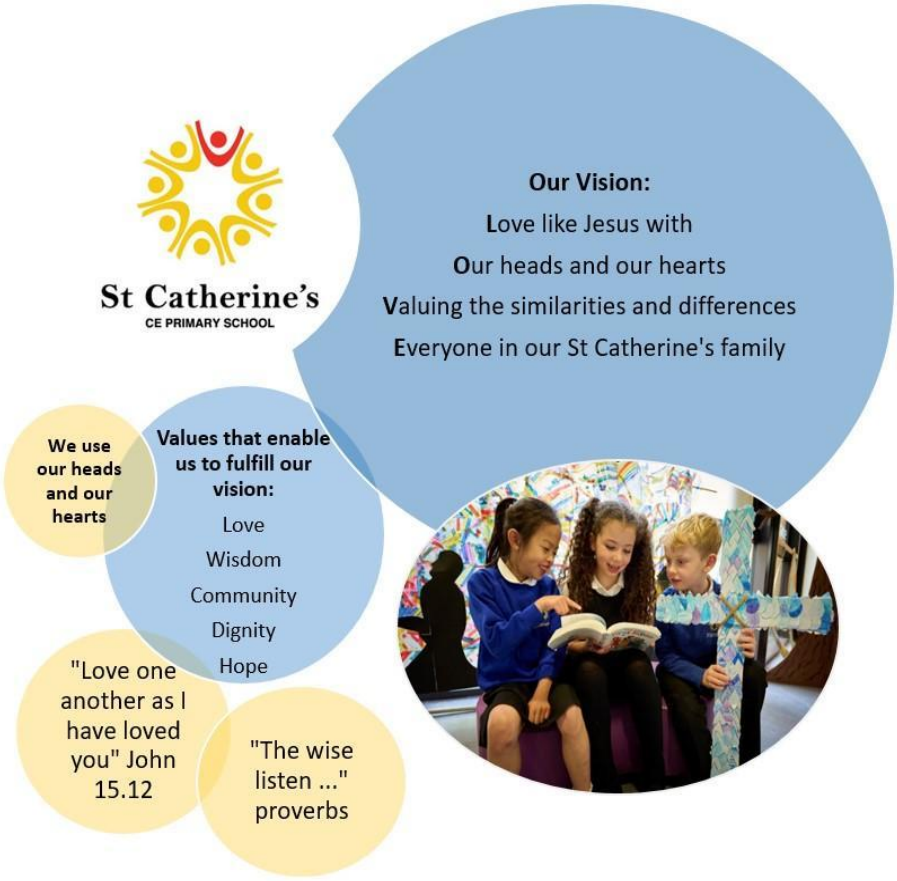
St Catherine's
CE PRIMARY SCHOOL

Accessibility Plan 2025-26



Policy version number:	Version: 4
Date policy written:	December 2025
Author:	Amanda Cope
Next Review:	December 2026
Approved by & date:	Management committee – 16.01.26

St Catherine's CE Primary School Accessibility Plan

Aims

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

Our school aims to treat all its pupils fairly and with respect, providing access and opportunities for all pupils without discrimination of any kind. St Catherine's is committed to providing a fully inclusive education for all pupils.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and reasonable adjustments. The school supports partnership working to develop and implement this plan.

St Catherine's is a maintained school which follows the policies and guidance from Worcester County Council.

Our school's **complaints procedure** covers the accessibility plan. If you have any concerns related to accessibility, the complaints procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of **Schedule 10 of the Equality Act 2010** and current DfE guidance (including Equality Act advice and practical implementation support for schools).

The Equality Act 2010 defines disability as a physical or mental impairment that has a **substantial and long-term** adverse effect on day-to-day activities, including sensory impairments and long-term health conditions. Schools must make **reasonable adjustments** to remove barriers for disabled pupils, which may include auxiliary aids and adjustments to premises or provision.

Schools must also ensure digital accessibility of content and communications for pupils, families, and staff, applying inclusive practice in digital technologies and published materials.

This plan should be read alongside the school's:

- SEND policy and SEN information report
- Equality Information and Objectives statement
- Teaching & Learning policy
- Health and Safety policy
- Supporting Pupils with Medical Conditions policy

Action Plan

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Increase access to the curriculum for pupils with a hearing impairment	• Staff with BSL qualifications support pupils who require BSL. • Induction loops and microphones are used. • Progress tracking and Teacher of the Deaf support informs planning.	Ensure pupils with hearing impairments can access all aspects of school life.	• Invite a review of the school hall sound system. • Consider purchase/replacement of sound equipment to improve clarity of music and speech for assemblies.	Headteacher & Business Manager	Dec 2025 (review in 2026)	All pupils with hearing impairments can participate fully in assemblies and classroom activities.
Improve and maintain access to the physical environment	• Low thresholds, accessible toilets, corridor widths, disabled bays, wheelchair-friendly shelving and play equipment.	Improve site access for wheelchair users and all pupils with mobility needs.	• Obtain quotes to remove cobbled gullies outside classrooms. • Prioritise pathways causing obstructions and implement a phased improvement plan.	Headteacher & Business Manager	Dec 2025 (ongoing reviews)	Wheelchair users can access all areas of the site safely.
Increase access to the curriculum for pupils with disabilities	• Differentiated curriculum, tailored resources, inclusive representation, tracked progress, appropriate targets.	Ensure curriculum resources and teaching strategies reflect inclusion.	• Subject leaders to audit and source resources that include examples of diverse needs/disabilities. • Share new resources with class teachers. • Monitor their use across subjects.	Subject Leaders & Class Teachers	Dec 2025 (update annually)	Curriculum includes diverse representation and supports understanding of different needs.
Improve delivery of information in accessible formats	• SEN information published on website; some alternative formats provided on request.	Ensure communications are accessible to all pupils and families.	• Review school communications (letters, newsletters, website) for accessibility. • Provide information in alternative formats on request (large print, audio, easy read). • Ensure website content meets digital accessibility expectations	Headteacher & Office Team	Dec 2025 (review mid-year)	Families and pupils can access all published information in inclusive formats.
Improve emotional and psychological accessibility	Nurture provision available • Ear defenders available for pupils with sensory sensitivity	Ensure pupils with emotional, sensory, or trauma-related needs feel safe, supported, and able to learn.	• Maintain and develop nurture room as a calm, low-arousal environment • Provide sensory regulation resources	SENCO & class teachers	Dec 2025 (review mid-year)	• Improved emotional regulation • Reduced distress and behavioural incidents

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
	• Calm spaces provided for regulation • Staff aware of pupils with SEMH needs • Mental health and wellbeing support embedded		(e.g. ear defenders, fidget tools) • Embed trauma-informed approaches across school • Provide staff training in mental health, attachment, and trauma awareness • Ensure pupils have access to trusted adults and predictable routines			• Positive pupil and parent feedback • Increased staff confidence

Publication and Review

- This plan will be published on the school website in line with statutory duties for maintained schools.
- It will be reviewed annually by the headteacher and updated as necessary.
- The plan will be approved by the governing board and progress reported to governors.
- Consultation for plan development will involve pupils, parents, staff, governors, and other stakeholders where appropriate.

Monitoring and Evaluation

Progress toward accessibility objectives will be monitored through:
• Feedback from pupils, parents or carers.
• Staff and governor evaluation during policy reviews.
• SEND data and progress tracking.
• Regular accessibility audits of physical, educational, and digital environments.

St Catherine's CE Primary School Accessibility Monitoring Checklists – December 2025

1. Physical Accessibility Checklist

Area	Check	Yes / No / N/A	Notes / Actions
Entrances	Ramps / low thresholds in good condition	Y	
Doors	Wide enough for wheelchair users; easy to open	Y	
Corridors	Wide and free from obstructions	Y	
Toilets	Sufficient number; accessible for all pupils and visitors	Y	
Classrooms	Furniture arranged to allow mobility access	Y	Reminder send to remove furniture from corridor spaces
Playground / Outdoor Areas	Wheelchair-accessible paths, equipment, and surfaces	Y	
Parking	Disabled bays clearly marked and accessible	Y	
Signage	Clear, legible, includes visual/tactile information	Y	
Safety	Emergency exits accessible for all pupils, including wheelchair users	Y	

2. Curriculum Accessibility Checklist

Area	Check	Yes / No / N/A	Notes / Actions
Teaching	Lessons differentiated to meet needs of pupils with disabilities	Y	
Resources	Include pupils with disabilities and diverse examples	Y	
Support	Specialist support (e.g., Teacher of the Deaf, SENCo) available	Y	Teacher for deaf regularly visits school
Assessment	Progress tracked for pupils with SEND or disabilities	Y	
Extra-Curricular	Clubs and activities accessible to all pupils	Y	
Staff Training	Staff trained in disability awareness and reasonable adjustments	Y	
Inclusive Practice	Opportunities for pupils with disabilities to participate fully in lessons	Y	

3. Information & Digital Accessibility Checklist

Area	Check	Yes / No / N/A	Notes / Actions
Communication	Letters, newsletters, and notices available in alternative formats	Y	On request
Website	Meets digital accessibility standards (screen reader compatible, clear navigation)	Y	
Learning Platforms	Accessible for pupils with disabilities	Y	
Policies	Published online in accessible formats	Y	
Parent Communication	Information available in large print, audio, or easy read if requested	Y	On request
Staff Guidance	Staff aware of accessibility requirements for communications	Y	