

**“Learning and Growing
Together; Inspired by the
Love of Jesus.”**

St Aidan’s Catholic Primary School Accessibility Policy



Christ Centred Aim:

Inspired by the love of Jesus, we are committed to creating a school community for all, by developing everyone to support Catholic values and show love and forgiveness to all.

Education Aim:

By learning and growing together, everyone can discover and develop their gifts, use their knowledge and skills and aspire to do their best in all areas of the curriculum.

Community Aim:

Together we foster respect for each other and for our environment creating a welcoming, non-judgemental community that works together in peace and harmony as one school, parish and global family.

Ratified on: 20th January 2026

Date to be reviewed: January 2027

Statement of Intent

St Aidan's Catholic Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan (Appendix 1).

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in our Equalities Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998 • The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The 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 policy operates in conjunction with the following school policies:

- Equalities Policy
- Early Years Foundation Stage Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Needs Policy
- Anti-bullying Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having 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.

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- 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 SENDCO 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 policy and the Accessibility 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.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Supporting Pupils with Medical Needs Policy.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The Accessibility Plan will be structured to complement and support the school's Equalities Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the Archdiocese and Local Authority in order to effectively develop and implement the plan. The Archdiocese and LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an Educational Health Care Plan, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide an adapted curriculum to enable all pupils to feel secure and make progress.

The class teacher and the SENDCO will work together to ensure that the pupil's EHC plan is implemented, and that teaching is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical Environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Monitoring and Review

This policy will be reviewed on an annual or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENDCO.

Appendix 1 Accessibility Plan

Curriculum			
Targets	Strategies	Outcome	Timeframe
Ensure all staff are confident in their ability to support different aspects of SEND	Review the needs of children with specific issues and provide all relevant training e.g. sensory needs, team teach, ELKLAN, Braille training.	<p>All staff trained and confident with issues linked to accessibility and inclusivity with regard to accessing the curriculum.</p> <p>Review online curriculum delivery and home learning packs, ensuring suitability and accessibility for occasions pupils may not be able to attend school.</p> <p>Ongoing evaluation of pupils' needs to readdress CPD needs.</p>	Ongoing
Ensure resources meet the needs of all pupils.	<p>Use specialist resources recommended from Hearing and Vision Specialist Service e.g. Perkins Brailier, radio aid.</p> <p>Provide a range of sensory resources to meet the needs of pupils.</p>	All pupils' needs will be met and barriers to reaching their potential removed.	Ongoing

<p>All out-of-school activities are planned to ensure the full participation of the whole range of pupils</p>	<p>Review extra-curricular provision and adapt accordingly.</p> <p>Ensure any out-of-school activity, including residential, complies with legislation.</p> <p>Training for teachers on differentiating the curriculum.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Extra-curricular clubs will take place in an environment which is fully inclusive.</p>	<p>Ongoing</p>
<p>Classrooms are optimally organised and all appropriate additional equipment is provided to promote participation and independence of pupils and adults</p>	<p>Review and implement a preferred layout of furniture and specialist equipment to support the learning of all pupils.</p> <p>Liaise with Hearing and Vision Specialist Service to seek advice and put specific strategies in place.</p>	<p>Lesson times will be maximized.</p> <p>All pupils will fully engage in learning.</p>	<p>Ongoing</p>
<p>Access arrangements will meet individual needs</p>	<p>Assessment and Reporting arrangements will be followed to ensure all eligible pupils receive appropriate support</p>	<p>All pupils' needs will be met and barriers to reaching their potential removed.</p>	<p>Ongoing (applications made in SATs timeframe)</p>

Physical Environment			
Targets	Strategies	Outcome	Timeframe
Ensure that all areas of the building and grounds are accessible to children and adults.	<p>Audit of physical environment, include Cunliffe's surveyor if necessary</p> <p>Governors to audit accessibility</p> <p>Habilitation Specialist Trainer from the Hearing and Vision Specialist Service to be used to support pupils.</p> <p>Mark specific areas of school building to support sight impaired pupils/adults.</p>	<p>Any required modifications will be identified in a timely manner and responded to by governors.</p> <p>Hazards identified and removed promptly.</p> <p>Site is accessible for sight impaired children with yellow strips and painting of handles.</p>	<p>Ongoing</p> <p>Governors to carry out annual checks</p>

Information			
Targets	Strategies	Outcome	Timeframe
Provide written information in alternative formats	<p>Upload newsletters and other information to the website as it is easily translated into many languages.</p> <p>Offer printed information in large print.</p>	All visitors, parents and pupils can access any information shared by school.	Ongoing
Use 'translate' function when necessary to provide information to any visitors with EAL	<p>Office staff to be familiar with google translate.</p> <p>Model use to any visitors who have difficulty accessing English language.</p> <p>Support parents with EAL to complete forms and online applications eg admissions.</p>	Parents and community visitors are able to access and share information successfully with school staff.	Ongoing
Provide support for parents/visitors who are hearing impaired.	<p>Provide interpreter where possible.</p> <p>Provide written documentation to support in meetings/events e.g transcripts of assemblies.</p>	Parents and community visitors are able to access and share information successfully with school staff.	Ongoing

	Promote the use of BSL in the school and encourage its use e.g for songs and club.		
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