We learn together
We play together
We pray together
We grow together in the love of God.

St Theresa's ACCESSIBILITY PLAN 2025-2028

Aims of the Accessibility Plan

This plan outlines how St Theresa's 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. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

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 Head teacher 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 audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The accessibility audit

The governing board will undertake an Accessibility Audit every three years.

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.

AIM: INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY					
Current Good Practice	**Objectives**	**Actions to be taken**	**Who**	**When**	**Success Criteria**
• A differentiated curriculum is offered to all pupils • Resources are tailored to the needs of pupils who require access to the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set and are appropriate for pupils with additional needs • Transition into, through and from school is discussed for pupils with SEND • Close liaison is maintained with parents • Visits are evaluated with pupil's needs in mind • Close liaison is maintained with outside agencies for pupils with additional needs	• Review the curriculum to ensure it meets the needs of all pupils • Ensure that pupils are fully integrated within the classroom and that staff strive to overcome barriers to learning and have high expectations • Ensure that teachers and non-teaching staff have necessary training to teach and support pupils • Seek feedback from pupils, parents and staff on accessibility to school	Teachers to review their year group curriculum and ensure relevant and accessible Staff are reminded of requirements of Code of Practice SENDCO to monitor differentiation and classroom organisation. Provide feedback to support Audit staff knowledge and what training would be required Ensure training is provided when pupils with specific disabilities attend school Pupils view are regularly sought and information shared with staff. Parents views are sought in a variety ways e.g. planning meetings, transition meetings etc.	Teachers, Head of School, SENDCO SENDCO Head of School SENDCO Teachers, Head of School, SENDCO SENDCO/staff	Ongoing Ongoing Aut Term Ongoing Ongoing	• Curriculum is reviewed with current pupils in mind • Pupil needs are met through appropriate differentiation and use of resources. • Classrooms are organised to promote the participation and independence of all pupils • Staff needs analysis completed and training organised for INSETs • New needs identified and training providers sought • Information is sought and priorities identified

AIM: INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM					
Current Good Practice	**Objectives**	**Actions to be taken**	**Who**	**When**	**Success Criteria**
• Medical needs of pupils and staff are met within the capability of the school • Clear access from car park to school with disabled parking bay. Entrance is flat • Passageways wide enough for wheelchair use	• Ensure clear signage available for fire exit for wheelchair users • Review lighting, whiteboards and flooring to ensure suitable for those with visual impairments	Purchase of signage to show exit route Complete audit of school lighting and what might be required to support visually impaired	Head of School Caretaker	Sept 2025 Sept 2025	• Fire exit clearly signposted for wheelchair users • Audit has taken place to inform possible future needs

AIM: IMPROVE THE DELIVERY OF INFORMATION TO PUPILS WITH A DISABILITY					
Current Good Practice	**Objectives**	**Actions to be taken**	**Who**	**When**	**Success Criteria**
• Large print and alternative background colour available for those that require • Emergency signs are suitable for all users • Visuals and simplified language are available if required for pupils	• Introduce pictorial or symbolic representations for information in class • Ensure signage is accessible to those with EAL or language impaired	• Demonstrate uses of widget to all staff • Audit signage to ensure accessibility	SENDCO Care taker	Dec 2025 September 2025	• Staff are aware how to use visuals / symbols to support information / communication in class • Signage has been audited and decision made on whether accessible

Monitoring of the Plan

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy