



# St Winefride's Catholic Primary School

## Accessibility Plan



Date policy last reviewed:  
November 2024

Signed by:

Jennifer Davies Headteacher

Date: 24<sup>th</sup> November 2025

Dr Mark Branch Chair of governors

Date: 24<sup>th</sup> November 2025

Last updated: November 2025

## **St. Winefride's Catholic Primary School**

### **Accessibility Plan 2026 – 2028**

#### **Mission Statement**

Welcome to St Winefride's where we come together to LEARN, LAUGH, LISTEN, LIVE and LOVE in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

At St Winefride's Catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

#### **Aims**

At St. Winefride's Catholic Primary School, we are committed to providing an environment fully accessible to all pupils, staff, parents/carers and visitors regardless of their needs.

#### **Aims and Objectives**

- We ensure that all our children have equal access to the curriculum and develop it as needed to ensure that pupils with special educational needs or disability are provided with equal opportunity to progress and develop academically just as able-bodied pupils.
- We celebrate the cultural diversity of our wider community and show respect for all minority groups by ensuring that information about the school is available, in required formats, if requested.
- Through positive educational experiences, including the physical environment of the school, we aim to develop facilities and provide physical aid to ensure full inclusion and access to education for all pupils, no matter their disability.

## **Statement of intent**

This plan outlines how **St Winefride's 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 Equality 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 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 SENCO 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.

This policy should be read in conjunction with the following policies:

- Single Equality
- SEND
- Health and Safety
- Children in Care
- Vulnerable Children
- Teaching and Learning

### **Tracking and Monitoring of Accessibility**

It is the responsibility of the headteacher and the Governing Body to monitor the effectiveness of this policy, by:

- Monitoring the progress of children with disability, comparing their progress with that made by their peers.
- Assess the impact of this plan through regular review of the action plan.
- Provide training for staff in accessibility needs and raising awareness of disability information.

## **Increase the extent to which all pupils can participate in the life of the school**

### **Long Term Goals**

- To ensure that no school policy or activity discriminates against children with SEND and develop and implement strategies across all areas of the life of the school to include everyone equally.
- To continually review attainment outcomes for children with SEND and take action to improve these outcomes year on year.
- Ensure that children themselves have a forum for their views about how well their needs are met in school.
- Ensure that all staff are aware of their responsibilities under the requirements of the Equality Act 2010.

- Promote a positive school culture and raise awareness of equality across the school.
- Embed the school values in all aspects of school life and encourage children to engage positively in all aspects of school life.

### **Planning duty 1: Curriculum**

	Targets	Strategies	Who	When	Outcome	Review
<b>Short term</b>	All staff are confident to deliver a quality curriculum to all children regardless of ability and disability	Review the curriculum regularly and consider any changes or adaptations that need to be made. Regularly engage in up to date SEND training to ensure the strategies that are being used are effective.	Headteacher, teachers, SENCO	Termly or as required if earlier.	All children regardless of ability or disability have access to the curriculum and are supported to ensure that they achieve the outcomes that they are capable of achieving.	Summer 2026
	Ensure all staff are aware of any adaptations that may be needed to ensure full participation in school activities.	Training for teachers on accessibility of the curriculum for all and strategies that can be implemented.	Headteacher SLT External advisors, SENDCO Class teachers Sports coaches	Termly or as required if earlier.	Staff members have the skills to support pupils with SEND	Summer 2026

	Use IT software to support learning.	Explore software that can support children in their learning. Install programmes that will support.	Headteacher SLT SENDCO	Termly or as required if earlier.	Learning is enhanced using the appropriate IT support and software.	Summer 2026
<b>Medium term</b>	All staff have the appropriate knowledge and skills to meet the needs of children with additional needs and/or disability.	Needs of pupils with SEND are incorporated into the planning process. Training for staff to support the varying additional needs of children in their class. SENDCO training and sharing of good practice. New staff are supported in identifying and meeting needs Regular staff training/CPD to update knowledge and skills both face to face and virtually.	Headteacher SLT Teachers SENDCO	Termly or as required if earlier.	Children's needs are met and are making progress as a result of highly trained and experienced staff who continually grow in confidence and skill to support all learners in the classroom.  Consistent application of supporting additional needs in the classroom is consistent across the school.	Summer 2027
<b>Long term</b>	Increase the amount of IT hardware (and software) available to children with additional needs/disability.	Financial planning over 4 years to increase hardware available.	Headteacher SLT SBM Computing Lead SENDCO	Termly or as required if earlier.	Lack of IT is not a barrier to children accessing the full curriculum. Hardware and software is positively contributing to the outcomes of pupils.	Summer 2028



## Planning duty 2: Physical environment

	Target	Strategies	Who	When	Outcome	Review
Short term	School is aware of accessibility barriers to its physical environment and will make a plan to address them.	Audit of physical environment regularly (termly).	Headteacher SMO SBM Governors Diocesan building contractors	Termly or as required if earlier.	School is aware of accessibility barriers to its physical environment and will make a plan to address them if they arise.	Summer 2026
Medium term	Ensure access around school is safe for visually impaired people.	Incorporation of appropriate colour schemes around school.	SLT SMO SBM	Termly or as required if earlier.	Learning environment is accessible to pupils with visual impairments and people who are visually impaired feel safe in the school grounds.	Summer 2026
	Internal layout of school to allow access for all wheelchair users.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign. Extra wide doors if possible to allow wheelchair	HT Governors SBM SBM	Summer 2024	School is increasingly accessible to wheelchair users.	Summer 2027

		access.				
<b>Long term</b>	Children with physical disabilities can access school building.	Where ramps are needed outside external classroom doors and main access doors where there are stairs, or the classroom is on a raised platform.	Headteacher SBM SLT SBM/building contractors	Summer 2024	School buildings are fully accessible to all.	Summer 2028
	Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA hearing impaired unit on the appropriate equipment	Hearing Impaired Team/Head/SENCo	Summer 2024	All children with a hearing impairment have the resources and technology which allows them to access the curriculum and achieve their outcomes.	Summer 2028

### Planning duty 3: Information

Target	Strategies	Who	When	Outcome	Review
--------	------------	-----	------	---------	--------

<b>Short term</b>	All stakeholders can access school information.	<p>Audit of information and delivery procedures.</p> <p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.</p> <p>Languages other than English to be visible in School.</p>	SLT SBM Class teachers. SENDCO	Spring 2024	School is aware of accessibility gaps to its information delivery procedures	Summer 2026
<b>Medium Term</b>	Information is presented taking into consideration the needs of all learners.	Use of dyslexia friendly fonts in classrooms and the resources used with all learners.	SLT Class teachers SBM	Spring 2024	All children can access all reading materials.	Summer 2027
<b>Long term</b>	School website is accessible to all stakeholders.	<p>Audit of website.</p> <p>Provide written information in alternative formats.</p>	SLT SENDCO	Spring 2024	Written information is fully accessible to everyone – all stakeholders.	Summer 2028

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