



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Accessibility Plan

2025 - 2028

Person responsible for Policy:	Senior Leadership Team/SENCO
Committee responsible for Policy:	Finance, HR & Premises
Date To Governors:	
Date Agreed:	
Review Due:	April 2028 and every 3 years thereafter <i>(updated April 2025)</i>
Is this Policy to appear on school website:	Yes
Is this Policy to be displayed in Reception:	Yes

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Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Statement of intent

This plan outlines how St Cuthbert's Catholic High 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/carers.
- 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 a three-yearly 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/carers. The actions that will be undertaken are detailed in the following sections of this document

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Transition from primary to secondary may not be robust in transferring an understanding of students' needs and how best our students can be supported	<p>Enhanced transition</p> <p>Support from specialists and Local Authority - as appropriate</p> <p>Ensuring both student and parental involvement throughout</p> <p>Continue to build and foster relationships with primary SENCOs</p> <p>Continue to build and foster relationships with non-home Local Authorities</p> <p>Develop methods to ensure a robust collection and sharing of information.</p> <p>Develop and share resources students receive prior to their September start –</p> <p>SEND Information Evening</p> <p>Foster agency links with parents and families prior to the September start</p>	Blended Learning Team, SENCO, LSAs and AHT (Personal & Academic Development)	March 2025	<p>Students and parents to feel happy and confident that the needs of all individuals will be met</p> <p>Curriculum adaptations to be made in advance of students starting at St Cuthbert's Catholic High School.</p> <p>Skeleton register in place for the beginning of the school year.</p> <p>Key workers assigned – as appropriate</p>	Summer 2025

<p>Medium term</p>	<p>Staff to increase their knowledge and understanding of needs of disabled students should they be admitted to the school</p>	<ul style="list-style-type: none"> • Staff CPD • Staff weekly briefing • SEND Register • SEND Information Health Care Plans • SENCO briefing • SENCO Memo 	<p>SENCO, AHT (Personal & Academic Development), All Teaching staff and LSAs.</p>	<p>On-going but refresher training to be delivered in inset Sept 2025</p>	<p>Staff confident in providing the appropriate support and adapting tasks, resources / materials – as appropriate to need Staff confident at directing support staff – as appropriate Support staff confident at sharing and modelling good practice Inclusion in all aspects of both the curricular and extra-curricular events that take place across all subjects and the wider life of the school's community</p>	<p>Sept 2025</p>
<p>Long term</p>	<p>Not all students with SEND can access examinations appropriately</p>	<ul style="list-style-type: none"> • Evaluate and analyse the percentage of students with access arrangements compared to national. • SENCO to complete AAA qualification. • All AAA to be completed in-house. • Further analysis of proportion of students with appropriate access arrangements in the next examination season. 	<p>SENCO, AHT (Personal & Academic Development).</p>	<p>Course completed in 2022</p>	<p>Students with SEND all have appropriate access arrangements and a fair attempt at public examinations.</p>	<p>Summer 2025</p>

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Mitigate the risk where some ramps do not have handrails.	<ul style="list-style-type: none"> Check that those with little/no mobility can still access. Ensure incline isn't too rigorous for those with little/no mobility. If not, ensure handrails are applied. 	Site staff	Summer 2025	School is aware of any ramps that need handrails (that have too much of an incline/are not accessible for those with little/no mobility) and have installed them.	Summer 2026
Medium term	Learning environment of students with EAL may not be accessible. Information signs may not be accessible for those with EAL.	<ul style="list-style-type: none"> Ensure that important signage (toilets, emergency exits etc) use graphic displays 	Site staff, Business Manager	Autumn 2025	Learning environment is accessible to students with EAL. School site is clearer, safer and more accessible to those with EAL.	Christmas 2025
Long term	School isn't equipped to support those with hearing difficulties in some areas.	<ul style="list-style-type: none"> Induction loop installed in key areas such as reception, and The Hall. 	Site staff, Business Manager	Summer 2022	School buildings are more accessible for those with hearing difficulties.	Summer 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Some information isn't clear for those with EAL	<ul style="list-style-type: none"> Ensure all information on the website, and sent home is offered in other languages. 	AHT (Personal & Academic Development).	Spring 2025	All information is clearer for those with EAL.	Summer 2026
Medium term	Leadership are unsure if staff are confident in communicating with parents.	<ul style="list-style-type: none"> Consult and share EEF study on communicating with parents with staff. Provide some INSET training on communicating with parents. 	AHT (Personal & Academic Development) and ICT manager.	Autumn 2025	Staff communicate with parents effectively in all situations	Spring 2026
Long term	Some areas of the school website are not accessible to children with SEND	<ul style="list-style-type: none"> Audit of website. 	AHT (Personal & Academic Development), SENCO and Communications Manager.	Spring 2025	Website is fully accessible	Spring 2026