

CATCOTT PRIMARY



ACCESSIBILITY POLICY AND PLAN

‘...where learning takes you to greater heights...’

Approved by: H Lintern

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Last reviewed on: May 2026

Next review due by: May 2027

Legislative background

The Equality Act 2010 states that 'schools cannot lawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation'. In order to meet this requirement in the context of disability, the Act states that all schools must have an accessibility plan. They must also ensure that they are meeting their accessibility duties under the public sector equality duty and the Special Educational Needs and Disabilities (SEND) Code of Practice 2014. An accessibility plan is listed as a statutory document by the Department for Education in its latest guidance on mandatory policies for schools and academy trusts.

This guidance should be read alongside policies on Equality, SEN and disabilities, Teaching learning and assessment and Behaviour.

The purpose of the Accessibility Plan is to:

- Increase the extent to which disabled students can participate in the curriculum – this is a whole-school level, not just teaching and learning but extra-curricular clubs, and school visits.
- Improve the physical environment to increase the extent to which disabled students can take advantage of education and associated services.
- Improve the delivery of information to disabled students which is provided to students who are not disabled - considering views of students and parents.

Information about the school's Accessibility Plan is published on our website, and paper copies are available on request. The Accessibility Plan goes beyond SEND. Its aim is to increase Inclusion. While many disabled students will also have SEND, not all students with SEND are disabled under the Equality Act, and not all disabled students will have SEND.

There are two parts to the disability provisions set out in the Equality Act 2010. The 'discrimination' part requires schools to take reasonable steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken now and schools must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments is likely to be found in good practice. The second part, the planning, looks to improve access over time. The aim is to achieve steady planned progress, not to rebuild, re-equip or re-organise the school.

Once the Plan has been published the school has a duty to implement it and allocate adequate resources to it. The Headteacher will make clear recommendations to the Governing Board about the key school priorities to improve accessibility. The Governing Board will ensure sufficient resources are allocated to the plan and that the school fulfils its legal objectives.

Definitions of Disability

The definition of disability under the Act is:

'A physical or mental impairment that has a substantial, long-term, adverse effect on day-to-day activities.

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning

difficulties and some behavioural difficulties. If, for example, they arise from recognised mental health difficulties, such as ADHD, some, but not all, of the children will have special educational needs.

The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

The Act sets out areas of everyday activities that people with disabilities may have difficulties with. Our Plan will consider improving access for all these areas over time.

These are:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The school recognises that the following are key responsibilities underpinning the planning duty:

- To treat children with a disability equally in terms of: admissions and exclusions, provision of education, assessments and associated services.
- To take reasonable steps to ensure that children with a disability are not disadvantaged.
- To publish an Accessibility Plan.

To support this process the school will:

- Carry out regular audits to identify what is in place and where the gaps are.
- Identify some actions to be taken and write/update the school accessibility plan.
- Set some targets for improvement.
- Consult staff, parents/carers and students.
- Publicise the improvements being made.
- Implement actions and evaluate the impact on accessibility.

This Accessibility Plan covers a three-year period from **2026–2029**, in line with DfE guidance. It will be reviewed **annually** by the SENDCO to evaluate progress against the stated actions, assess the impact on accessibility for disabled students, and identify any emerging priorities. The plan may also be reviewed and updated earlier where significant changes occur in the school population, building use, or legal guidance. Final approval rests with the Board of Governors.

Aids and equipment

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments, which may include the provision of auxiliary aids and services, where

reasonable to do so. Some specialist equipment or support may be provided through the SEND framework, including via an Education, Health and Care Plan (EHCP), where applicable. However, the school will also consider and provide appropriate aids or adjustments outside of an EHCP where these are necessary to prevent a disabled student from being placed at a substantial disadvantage. Decisions will be made on an individual basis, considering the needs of the student and the reasonableness of the adjustment.

Activities

The school will undertake to meet its key objective by developing the following key areas:

Access to the Curriculum and Examinations. The school will:

- Provide all staff with the necessary information on children with SEND.
- Undertake to evaluate access to the curriculum, including assessments, on a regular basis.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals' achievements can be assessed.
- Seek and follow the advice of services such as other schools, the LA and Government agencies to achieve best practice.
- Consult for children with disabilities on how to best identify ways of improving access to the curriculum and examinations.
- Conduct an audit of Inclusive Quality First Teaching and SEND support to assess if students have access to effective teaching strategies and appropriate resources.
- Provide INSET to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks, personalised learning and inclusive teaching strategies etc.
- Ensure teachers use differentiation in their planning and lesson delivery.
- Ensure the SENDCO works closely with teachers to ensure that all lessons are accessible to all students.

Differentiation of resources. The school will:

- Ensure each subject area utilises resources tailored to individual needs including personalised tasks and strategies for differentiation appropriate to each curriculum area or alternative teaching strategies which will support student progress and access to learning.
- Enlarge text when appropriate making it easy for all students to read.
- Liaise with specialists and provide expert advice to teachers on how to meet the needs of all children with specific learning difficulties.
- Provide additional resources to support writing such as laptops, or recommended software to support students who struggle to write legibly due to poor motor skills.

Access to the Physical Environment. The school will:

The school will take reasonable steps to ensure that the physical environment is accessible to disabled students, staff, parents and visitors. Where practicable, the school will maintain step-free access to buildings and facilities. In cases where full physical access is not possible due to the design or structure of the premises, the school will implement

reasonable alternative arrangements to ensure that disabled students are not placed at a substantial disadvantage. Accessibility considerations will form part of all site audits and future planning decisions.

In implementing this Accessibility Plan, the school fulfils its responsibilities under the Public Sector Equality Duty by seeking to eliminate discrimination, advance equality of opportunity for disabled students, and foster positive attitudes towards inclusion. The school will consider the impact of its policies, practices and decisions on disabled students and will take proactive steps to remove barriers to participation, learning and wider school life.

- Annually audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Consider how different impairments have specific requirements and can be best catered for within the school environment.
- Consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health provision.
- Consult with children with disabilities to identify areas which could be improved.
- Always ensure it meets the Equality Act by including how to request any assistance when visiting the school.
- Ensure Learning Support Assistants are trained to support mobility needs directly around the school.
- Ensure that external specialists visit regularly to monitor and assess students' needs and provide advice.

Entry/Exit to and from the school. The school will:

- Ensure car parks have disabled parking spaces available and are correctly marked.
- Ensure all buildings are accessible without having to climb any steps.
- Erect security fencing to secure the school site. All gates will be locked except for access.
- Ensure all staff, students, contractors and visitors sign in / out at reception.
- Ensure all external lighting continues to be upgraded.
- Ensure all steps have yellow safety markings applied.
- Ensure chevron safety lines are applied externally in car parks.

Toilets and First Aid Provision. The school will:

- Ensure disabled toilet facilities are available on the ground floor.
- Ensure fully qualified First Aiders are available during school hours.

Dining Provision. The school will:

- Ensure disabled dining users have access to the main dining areas.
- Ensure provision is provided to enable students with a disability to gain early / late access and have assistance to purchase / collect meals for them.

Attendance Provision

The school will make reasonable adjustments to attendance targets for those students who are classed as disabled, as stated under Section 20 of the Equality Act 2010. The school will work with parents to not disadvantage the student in comparison to their peers. Any adjustments will be made on an individual basis, ensuring high expectations remain while avoiding discrimination arising from disability

Access to Information. The school will:

- Audit existing methods of providing information and media utilised and develop these to improve accessibility.
- Work with Local Schools, LA and local support services to source best materials at an appropriate cost.
- Include parents and students in the choice of the most suitable media for children with disabilities.

Publicising the Plan

Copies of this plan will be made available to existing or prospective parents using the following means:

- School Website
- Application to the school

Evacuation Procedures

We will adapt our evacuation procedures to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEND) file. Students who may find emergency evacuation difficult may have a Learning Support Assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up in consultation with students with additional needs/disabilities.

Information for parents and students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews where appropriate, (see SEND policy). Other print format materials can be made available, such as large fonts or coloured paper etc.

If either student or parents have difficulty accessing information normally provided in writing by the school then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility

- Admissions Policy
- SEND Policy
- Equality and Diversity

Monitoring

This document will be reviewed annually by the SENDCO to assess its implementation and effectiveness. It will be approved by the Board of Governors.

Accessibility Plan 2026-2029

Improving access to the physical environment:

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that where possible, the school buildings and grounds are accessible for all children and adults, including suitable wheelchair access.	Ensure that all access points are clearly signed. Ramps to access all classes without steps. Maintain ramps with wooden material construction.	On going	Head Governors	All stakeholders are aware of how to access each building
Effective learning environment for children with hearing difficulties	Carpet in all classrooms. Use of hearing loops / equipment in classrooms to support with hearing impairments. Take advice from Hearing Support Services or PIMS when necessary.	Equipment when required.	Head/NBW	Effective learning environment throughout the school for children with hearing difficulties
Ensure that all doors have fire exit signs on where needed	Regularly audit fire signs and replace where needed.	April 2027	Head / Site Manager	Fire safety compliant
Disabled fire evacuation	Put a Personal Emergency Evacuation Plan in place for all children with disabilities /needs that require this.	On going	NBW & class teacher	All disabled children and staff working with them are confident in the event of fire
School is aware of the access needs of disabled children.	Create access plans for disabled children.	On going	NBW and class teacher	Individual plans in place for all disabled children and all staff aware of all pupils' access needs.
Repaint classroom doorways in contrasting colours with wall/woodwork.	When classes are painted under routine and maintenance, include contrasting colours. *** doors exiting classroom to be a different colour.	On going	Head / Site Manager	Classes accessible for visually impaired pupils.

Maintain safe access for visually impaired children and adults	Health and Safety Audit walks. Ensure yellow tape / paint is used for potential hazards (steps).	On-going	Head/ H&S Governor / Site Manager	Hazards clearly signalled.
Consider relocating SENCo 'office' from office or to put in partition wall in order to increase confidentiality.	Costs to be calculated to see if viable and if space allows.	Summer 2027	Head/ NBW/Governors	SEnCO based with main office staff to improve joint communication and in office are for parental meetings.

Improving access to the curriculum:

Targets	Actions	Timescale	Responsibility	Outcomes
Improve access across the curriculum in all subjects for disabled pupils.	Audit by class teacher & SENCo of requirements	Summer 2027	All Staff	Equal learning opportunities for all children
Staff to have epipen training & first aid training.	Access NHS courses Regular First Aid training for relevant staff	First Aid training update (every 3 years)	All Staff	All staff confident to support children with medical needs
For all classes to maintain a Dyslexic Friendly style of teaching,	Audit of classrooms of IDFS and linked to EEF guidance for SEND in mainstream schools. Update SEND lesson observation format.	Spring 27	NBW/all staff	Children with Dyslexia / SEND are supported in their learning and able to access the curriculum.
For children to have access to a wider range of maths equipment, which is easily accessible.	Audit of current maths equipment. Purchase more of equipment needed. Equipment placed in classrooms which children can easily access independently, including clear labelling.	Summer 2027	Business Manager / NBW / Head	Children are supported in their mathematical understanding using concrete equipment and can access this independently to promote independent learning.

To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the needs of the children and provide training as needed.	On-going	NBW	Staff are equipped to enable all children to access the curriculum.
All trips and visits need to be accessible to all pupils	Ensure venue and means of transport are vetted for suitability. Risk assessments carried out for visits and trips.	On-going	Class teacher/Head	All pupils can participate in trips and visits.
Remote Learning to be set up and ready for children to use during times when needed. To keep knowledge and skills up to date throughout the year of Google Classroom or Sharepoint.	Ensure all children are able to access home learning.	Autumn Term 2027	Head/all staff	Limited disruption to children's education and also children with SEND able to access. Inclusive for all. Knowledge and skills up to date throughout the year of Google Classroom / Sharepoint, Chromebook / using the keyboard etc.

Improving access to information:

Targets	Actions	Timescale	Responsibility	Outcomes
Review how information is shared with parents/carers	Consult with pupils, parents & carers. This will include parent meetings with the Headteacher for their view, SENCo to meet with parents to review SEND information (information report). Annual parental questionnaire later during the year.	Spring 2027 / Autumn terms for SEN Info Report.	Head / NBW	Effective communication with all stakeholders.
Ensure that written information is available in a range of formats	Seek assistance from visual impairment services & Learning support when	Summer 2027	Head / NBW	Access for all

	needed. Paper copies available of school letters/newsletters if requested.			
Consider replacement of signs to include other languages/braille/visual symbols	Seek assistance from visual impairment services & Learning support when necessary	Summer 2027	Head / NBW	Access for all
Clear signage used around the school site	Clear signs to the school office from across the playground. Clear signs to classrooms.	Summer 27	Head	Pupils and visitors can navigate around the school site.
Improve children's access to information through using readily available access to technology.	Consider purchasing some further Chromebooks (update / replace broken ones) for each class, technology to support with writing (Clicker Writer app). Also support within online systems – Google Docs.	Autumn 27	Head / NBW	Use of technology to develop learning opportunities and independent learning.