

Accessibility Plan 2025-2028



We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.
We learn to be responsible and caring citizens.
"Let us do little things well today".
St Teresa

Approved by:	Full Governing Body	Date: June 2025
Last reviewed on:	March 2025	
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

St. Teresa's Catholic Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We will continue the advice of Local Authority services, The Rosary Trust and outside agencies such as specialist teacher advisers and SEN consultants and appropriate health professionals to develop and implement our plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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 policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	STRATEGY/ACTION	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	STRATEGY/ACTION	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an ambitious, scaffolded curriculum for all pupils. • The curriculum is regularly reviewed to ensure it meets the needs of all pupils. • Appropriate use of use of specialist equipment e.g. radio aids, writing slopes, coloured overlays, wobble cushions, visuals • We aim to increase the number of curriculum resources which include examples of people with disabilities. 	<p>Maintain the quality of teaching so that high quality inclusive teaching is on offer for all pupils.</p> <p>Maintain an evolving, engaging and enriching curriculum that is accessible to all pupils.</p> <p>Review our curriculum content so that examples of disability are included into our curriculum.</p> <p>Review the resources children use to support their access to the curriculum.</p> <p>Continue to develop 'The Hive' provision and use of personalised curriculums.</p> <p>'Hive' pupils continue to access whole school areas of provision along with age related peers and whole school experiences/projects.</p>	<p>Develop teacher expertise through rigorous, high quality CPD and mentoring of ECTs.</p> <p>Continue to provide CPD across all curriculum areas.</p> <p>Review curriculum content for examples of disability.</p> <p>Curriculum lead teachers ensure access to their own subject area, ensuring learning is both accessible and equitable for all.</p> <p>Embed the use of visuals in all classrooms and develop dual coding.</p> <p>Embed 'dyslexic' friendly classrooms.</p> <p>Purchase Widgit to make visual resources</p>	<p>Headteacher</p> <p>SENCO</p> <p>Class teachers</p> <p>Assistant head</p> <p>Subject leaders</p> <p>All class teachers and LSAs</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers trained in instructional and scaffolding methods for inclusive practice.</p> <p>Inclusion is at the heart of our school.</p> <p>All pupils continue to have access to an appropriate and ambitious curriculum.</p> <p>All pupils have access to resources that remove or reduce any barriers to learning</p>

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<p>Improve and maintain access to the physical environment</p> <p>Ensure that any major alteration or school refurbishment project provides improved facilities for all users of the school with a disability.</p>	<p>St. Teresa's Primary School is arranged over one level with several separate entrances. There are no staircases. There are two wheelchair accessible toilets available - one for pupils and one for adults.</p> <p>The school is kept clear of clutter and obstruction.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>All children feel safe and involved at playtimes.</p> <p>Educational visits and any activities in school such as: sports day, visitors are made as accessible as possible.</p> <p>For all Educational visits, risk assessments are completed to evaluate access and additional adult allocation where required, and shared with headteacher.</p>	<p>Ensure all doors leading into classrooms are either at floor level or are ramped.</p> <p>Maintain safe access round the interior and exterior of the school</p> <p>Ensure access for all SEND children at after school clubs and extended day and reasonable adjustments are made to enable participation.</p>	<p>Termly accessibility learning walks to monitor and review environment access.</p> <p>Review access to school, procedures for closing and locking gates.</p> <p>Premise walk</p> <p>Audit SEND children use of clubs and extended services</p> <p>Risk assessments put in place if needed</p>	<p>SENCO</p> <p>Site manager</p> <p>Pastoral lead</p> <p>Office staff</p>	<p>Termly</p> <p>Ongoing</p> <p>Termly</p>	<p>A fully accessible environment that values and includes all pupils, staff, parents and visitors is in place.</p>

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<p>Improve the delivery of information to disabled pupils with a disability and parents</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>The school website has an accessibility statement which highlights the many features designed to make the website accessibly friendly.</p> <p>The school is continually working to improve the accessibility of the website.</p> <p>The school utilises technology to share information with pupils and parents.</p>	<p>Ensure parents know how to navigate the school website and the features that make the website accessible to them.</p> <p>Improve use of pictorial communication systems (Widgit)</p>	<p>Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.</p> <p>Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg. word mats, visual timetables, social stories). Senior SEND LSA to train on most effective ways to use Widgit. Senior SEND LSA to train all relevant staff members in how to use Widgit.</p>	<p>Office staff Pastoral lead SENCO</p> <p>SENCO</p> <p>Senior SEND LSA</p>	<p>September 2025</p> <p>January 2026</p>	<p>A consistent and robust use of visuals is in place across the school.</p>

4. Monitoring arrangements

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

It will be approved by the full governing body.

5. Links with other policies

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

- Health and Safety and Wellbeing policy
- Equalities Policy and Equalities Plan
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy