St Cuthbert's
ROMAN CATHOLIC ACADEMY TRUST

Accessibility Plan
Endsleigh Holy Child

Name and Job Title of Author:	Maria Stead
Approval Committee:	Directors
Date policy approved:	January 2026
Version number:	1
Stakeholders consulted with/comments received:	Yes
Target Audience:	All
Reference Documents:	
Date of next review:	January 2027

ENCOUNTER • LEARN • GROW • FLOURISH

Table of changes

Version Number	Date of Version/Review	Detail changes
V. 1		

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Statement of intent

This plan outlines how **Endsleigh Holy Child** 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.

4. Planning duty 1: Curriculum: who is responsible? SENDCO

Aim	**Increase access to the curriculum for pupils with a disability.**
Current good practice Include established practice and practice under development	Our school offers a knowledge rich and skills-based curriculum for all pupils. Strategic deployment of inclusion team by the SENDCo. We use resources tailored to the needs of pupils who require support to access the curriculum. Resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Curriculum is reviewed to ensure it meets the needs of all pupils. Leading programme of inclusion sport / adaptations made for extracurricular access where necessary.
Objectives	Ensure appropriate adjustments are reviewed and developed for pupils across the curriculum and in all year groups including post 16, with routine feedback from key stakeholders.
Actions to be taken	Review Quality Assurance systems for monitoring the consistency of experience for pupils with a disability. Access plans for individual disabled pupils when required.
Date to be complete	Ongoing
Success criteria	A robust evidence base is available to demonstrate the consistency of curriculum experience. Any adjustment to need is responded to quickly and effectively.

5. Planning duty 2: Physical environment: who is responsible? SENDCO and CFO

Aim	**Improve and maintain access to the physical environment.**
Current good practice Include established practice and practice under development	The environment is adapted to the needs of students/staff as required.
	This includes: • Ramps • Corridor / Door width • Disabled toilets and changing facilities • Adapted furniture if needed • Staff trained for individual medical needs
Objectives	Maintain access to all relevant areas to meet the needs of those with a disability. Where any new requirements emerge ensure that they are effectively met and maintained.
Actions to be taken	Regular audit of provision and need. Full assessment undertaken for anyone new to the organisation or with a newly identified disability.
Date to be complete	Ongoing
Success criteria	The environment remains adapted to the needs of students/staff in all areas.

6. Planning duty 3: Information: who is responsible? SENDCO and CFO

Aim	**Improve the delivery of information to pupils with a disability.**
Current good practice Include established practice and practice under development	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • TA support
Objectives	Ensure that the school website provides good access to relevant information for pupils and families. Ensure that an induction to staff and students is made available to ensure confident access.
Actions to be taken	Website review. Update content where necessary on an ongoing basis. Planning will focus on requirements and checks completed prior to sign off. Induction arranged with SEND inclusion team and relevant pupils.
Date to be complete	Ongoing
Success criteria	Pupils and families have direct access through the website to relevant information and contacts. Building meets access needs for disabled pupils and they are confident in utilising the provision.

7. 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 **January 2027**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.