St Hugh's Catholic Primary
Accessibility Policy and Plan

Mission Statement

Learn, Love, Pray

At St. Hugh's, we grow together with Christ in our hearts. We reach our potential in a learning community and we welcome all with respect and understanding.

Statement of intent

Our school is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that our school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as others. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The 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'

2. Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a "**disability**" if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Executive Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 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 Inclusion Manager will be responsible for:

- Working closely with the Executive 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 policy and the Accessibility 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.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe. It will be presented as a freestanding document and is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA/Archdiocese in order to effectively develop and implement the plan. The LA/Archdiocese will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA/Archdiocese will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

1. 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.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teacher and the Inclusion Manager will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. Equality impact assessments will be undertaken as and when school policies are reviewed.

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Planning duty 1 - Curriculum				
Actions	**Person/s Responsible**	**Timescale**	**Actions and Resources**	**Success Criteria/Impact**
Interventions in place to support optimum learning opportunities for SEND pupils	All staff Inclusion Manager	Ongoing	Review provision mapping for interventions and year groups. Review interventions and impact on progress	Provision mapping in place to track interventions for pupils with SEND. Year group maps in place to monitor specific area of need EYFS/KS1/KS2
Assess all pupils with skilled staff supporting pupils, with EAL focus	Inclusion Manager Pastoral team	Ongoing	EAL pupils in early stages of language acquisition will be assessed using a system that takes the age and stage of learning into consideration.	EAL children and those identified with language support needs will have been submersed in language acquisition to help them progress from starting point. The use of Wellcomm and MAST will enable children to access the curriculum and understand next steps. Their confidence will develop and grow with their knowledge and understanding of the English language.
Skilled staff supporting pupils from disadvantaged backgrounds.	All staff Inclusion Manager Pastoral team	Ongoing	Intervention tailored to support the opportunity for pre-teaching. Children identified and interventions to take place before class learning.	Increased pupil confidence in accessing and attempting work in the classroom. Early identification of need resulting in improved pupil progress.
To continue inclusive classroom practise, including physical adaptations.	All staff Inclusion Manager	Ongoing	Fortnightly meeting Half term review	Report any barriers identified at school level. Clear targets and actions under taken for whole school development. Increased access for all learners. Adaptations such as wobble cushions enable learners to access curriculum and meet needs of children

Planning duty 2 - Physical Environment				
Actions	**Person/s Responsible**	**Timescale**	**Actions and Resources**	**Success Criteria/Impact**
To continue to ensure coordinated development of access to school premises	EHT Site Team	Ongoing	Half termly meetings & checks with site team.	School fully compliant with statutory H&S guidelines. Safe access for members of the school community, reducing potential injury
To continue to improve access to playground development for all learners	Inclusion Manager Support	Ongoing	Developing the use of play and learning outdoor spaces KABs lunchtime support - resource cost	Higher quality and purposeful play spaces for all key stages. Improved child focus at break/lunch times. Positive feedback from children and improve physical health and engagement in outdoor areas
Installation of Air Conditioning	EHT SBM	Ongoing	Resource Cost	Room temperature is key to ensure children do not feel distracted by heat and cold temperatures.
To improve internal decoration, fittings and fixtures to prevent sensory overload	EHT All Staff	Ongoing	Purchase new desks and chairs Purchase new flooring	To provide a calm, accessible and sensory-friendly learning environment that reduces sensory overload, supports emotional regulation and improves the wellbeing, engagement and learning experiences of all pupils
Development of sensory integration spaces around the school environment Conversion of old WOW room to 'Enrichment Room' an area for pupils with SEND	Inclusion Manager SLT	Ongoing Ongoing	Resource cost Resource cost	The calm corridor space will provide a place for individuals with sensory issues to decompress and confront a variety of sensory issues in a way that will ultimately help them and regulate their emotions. This will provide a designated area for pupils with SEND to engage with learning activities

Planning duty 3 - Improving the delivery of written information				
Action	**Person/s responsible**	**Timescale**	**Actions and Resources**	**Success criteria/ Impact**
To continue to develop induction practices to support all new families; support EAL parents with no English	EHT/AWO Admin team	Ongoing	Translation applications. Links to outside agencies. Crib sheet of questions. Signposting	All new children families feel welcomed and safe through early intervention and induction meetings. School understands context around family and what they know in their home language. School build positive relationships with families.
To establish good whole-school practise in the use of visual displays and resources for learning	All staff Inclusion team	Ongoing	Inclusion manager monitoring time. Visual timetables	Productive use of visual timetables in all classrooms. Use of difficult backgrounds when necessary. Appropriate key vocabulary displays to support learning. Children understand the chronology of the school day through symbols.
Written material available in different formats	Admin team Inclusion team Admin team AWO	Ongoing	Policy documents to be altered on request – fonts, size, backgrounds etc. Parents identified to support school in translating information to non-English speaking families	All families fully aware of school policies and procedures. Parents confident in contacting the school and well- informed of the daily life of the school. Parents navigate the school website successfully and make use of translation tool if required
Website, email and text service used to share relevant school information	Admin team	Ongoing	School guidance and information regularly updated and shared with parents.	Efficient and accurate information sharing between home and school. Quick identification of issues related to school and relevant information sent out. Parent confidence in school systems.

10. Monitoring and review

This policy was ratified on 26th November 2026and will be reviewed October 2029.

In between updates, the policy will be updated when necessary to reflect local and national changes.

Policy date:	November 2026	Review date:	October 2029