



St Herbert's RC Primary School

Accessibility Plan

Approved by Governors on: 9th July 2025

Date to be reviewed: Summer 2026

Signed on behalf of the Governing Body: P Devine (Chair)

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1. Aims

This plan is set within the context of the School Mission Statement:

"Strong in Faith, Hope and Love, for the Common Good"

and the School Ethos:

"By loving one another as God loves us, we can achieve spiritually and academically"

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.

At St Herbert's RC Primary School, we aim to ensure we live our lives by the values at the roots of Christianity; they help us to aspire to be like God. Through all we do we aim to grow in love, knowledge, confidence and peace and harmony. In doing so, inclusion is put first, and all children, staff, parents and members of the school community are treated equally.

The plan will be made available upon request, as paper copies from the school office.

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

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

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Costing
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers an adapted curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Through termly PCP's both pupil and parent voice is recorded and targets are agreed by all parties.</i></p> <p><i>One Page Profiles are written with children to record Pupil Voice</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p><u>Short Term</u></p> <p>Evaluation of current provisions using Value for Money Toolkit</p> <p><u>Medium Term</u></p> <p>Evaluate the curriculum planning and purchase any resources as required.</p> <p><u>Long Term</u></p> <p>Plan relevant CPD to specific needs arising.</p>	<p>Through PPM evaluate impact on attainment</p> <p>SENDCo to observe interventions / TA to evaluate</p> <p>SENDCo to audit and purchase resources, if required, to enable pupils to access the curriculum.</p> <p>SENDCo to contact companies who provide training to gain pricing.</p> <p>Training to be booked in through whole school CPD inset budget</p>	SENDCo Head Teacher	<p>Ongoing</p> <p>Autumn Term 2025</p> <p>Autumn Term 2025/ Ongoing</p>	<p>Increase access to the curriculum for pupils with a disability</p> <p>Increase access to the curriculum for pupils with a disability</p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>Supply costs for PPM: £300 supply costs x 5 = £1500</p> <p>£1000</p> <p>£1000</p>

Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Disabled toilets • Library shelves at wheelchair-accessible height 	<p><u>Short Term</u></p> <p>EYFS Sensory Space/Outdoor area in Reception.</p>	Resources to be added to the outdoor area.	Head Teacher	Summer 2025/ Autumn 2025	Improve and maintain access to the physical environment	£1,000
		<p><u>Medium Term</u></p> <p>To improve access to the school through the car park. Available disabled bay and clear markings</p>	Head Teacher to consult with Building Services SCA bid to be put into place.	Head Teacher	Summer 2026	Improve and maintain access to the physical environment	Approx.£50,000
		<p><u>Long Term</u></p> <p>Provide wheelchair access to the playing field.</p>	Head Teacher to consult with Building Services SCA bid to be put into place.	Head Teacher	TBC	Improve and maintain access to the physical environment	£ TBC
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Language translations on the school website • Text messages • Availability of a microphone for children with hearing impairment 	<p><u>Short Term</u></p> <p>Ensure all teachers are aware of the different learning styles and needs of children in their planning through receiving copies of all agency reports for their information</p>	<p>Training regarding Learning Styles</p> <p>ICT training for all staff re: functions of iPad</p> <p>Planning Scrutiny</p> <p>Learning walks</p>	Head Teacher Deputy Head SENDCo	Autumn Term 2025	Improve the delivery of information to pupils with a disability	No additional cost.
		<p><u>Medium Term</u></p>		SENDCo		Improve the delivery of information to	£1000 resources

		<p>To develop the SEND offer to ensure appropriate provisions are delivered and all children with EHC plan needs are met</p> <p><u>Long Term</u></p> <p>All staff to improve knowledge of ICT to meet the needs of children through a range of different technologies</p>	<p>Staff and resources planned and developed through CPD</p> <p>Visits to other SEND Units/ Special Schools by all SEND TAs</p> <p>Termly CPD Training to be accessed by all staff</p> <p>Good Practice Shared through Teach Meet in Staff Training</p>	<p>ICT Coordinator</p> <p>ICT Technician</p>	<p>Autumn Term 2025</p> <p>Ongoing</p>	<p>pupils with a disability</p> <p>Improve the delivery of information to pupils with a disability</p>	<p>No additional Cost</p>
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4. Monitoring arrangements

This document will be reviewed annually.

It will be approved by the Governing Board.

5. Links with other policies

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

- Equality Policy
- Health and safety policy
- Special Educational Needs and Disability (SEND) Policy and Information Report
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Behaviour Policy
- Charging and Remissions Policy
- Child Protection Policy
- Prevent Policy
- Pupil Attendance Policy
- Pupil Premium
- School Complaints Policy
- Safeguarding Policy
- Values and Ethos

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	NA		
Corridor access	Wheelchair accessible; all on one level.	NA		
Lifts	0	NA		
Parking bays	0	School capital allocation bid includes new parking facilities, including designated parking bays.	HT	
Entrances	2 - Main Entrance and Learning Centre. Ramps in all entrances, disable access doors and low-level counters.	NA		
Ramps	8 – access to fire doors near the hall, access to playgrounds.	NA		

Toilets	3 disabled toilets – main building, accessibility suite and Learning Centre.			
Reception area	Low level counter and disabled accessible doors.	NA		
Internal signage	At an appropriate level.			
Emergency escape routes	All on one level with ramps at all KS1 and LC entrances, and some KS2 entrances.			