



Guardian Angels Catholic Primary School

Accessibility Plan

Date Written	October 2025
Date Agreed	
Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
Date for review	October 2028
Links to Other Policies	Health and Safety Policy, Behavioural Policy, Child Protection and Safeguarding Policy, Supporting Pupils with Medical Conditions Policy, Educational Visits and School Trips Policy

October 2025-2028

Statement of intent

This plan outlines how **Guardian Angels** 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 local 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.

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

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.

The Accessibility Audit

The governing board will undertake an 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.

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Access to the Curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff SLT	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting		Management and teaching staff are aware of the accessibility gaps in the curriculum Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Develop as an 'autism friendly and TIAAS' school	SENDCO, Teaching Staff, TA's Behaviour mentors	AET training attended by SENDCO and a selection of TA's/ Behaviour mentor TIAAS training for all staff	Autism Training		Increased access to the curriculum for pupils with autism and trauma. Training completed and disseminated to all staff. Audits demonstrates that classroom practice is adapted to meet the needs of children with autism.
Appropriate use of specialised equipment to benefit individual pupils & staff.	SENDCO	Reasonable adjustments in the Classroom Checklist to be shared with all staff. Provide appropriate ICT resources to meet pupil need	Specialist equipment		Staff members have the skills to support pupils with SEND Increased access to the Curriculum. Needs of all learners met.
Parental and pupil feedback	SENDCO	Questionnaire / consultation with parents of pupils with SEND. SEND coffee mornings	Questionnaires Feedback from coffee mornings		Feedback used to inform future priorities and school improvement.

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Access to the Physical Environment

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Access into school, halls and reception to be fully compliant	Governors	Audit to identify improvements required			School is aware of accessibility barriers to its physical environment and will make a plan to address them
Safe access around exterior of school	Site Manager	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Maintenance budget		Disabled people to move unhindered along exterior pathways
Disabled parking	Site Manager	Ensure disabled parking spaces are always available for those parents and pupils	Maintenance budget		Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
Improve the quality of provision for children with specific emotional needs	SENDCO	Increase number of tranquil spaces within school for pupils with additional needs	SEND budget		Learning environment is accessible to pupils with visual impairments All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in their Individual Plan)
Sensory provision	SLT / Subject Leaders	Develop an area in school suitable for quiet time and sensory stimulation	School Improvement		

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Access to Written Information

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office Staff SENDCO	All staff and parents aware of services available for requesting information in alternative formats	Contact details & cost of translation / adaptation		School is aware of accessibility gaps to its information delivery procedures Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Office Staff Head Teacher	Review all current school publications and promote the availability in different formats when specifically requested	Cost of translation / adaptation		All school information available for all who request it. Delivery of school information to parents and the local community improved