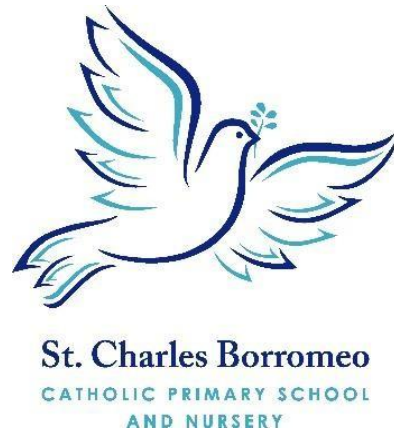




St Charles Borromeo Catholic Primary School

Accessibility Plan

Introduction

The Disability Discrimination Act (DDA) 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA)

The board of Governors of St Charles Borromeo Catholic School recognises the following duties that this places upon them;

- Not to treat pupils with disabilities less favourably for a reason related to their disability
- To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for pupils with disabilities and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which pupils with disabilities can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Resources Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for pupils with disabilities.

Disability and St Charles Borromeo Catholic Primary School

‘A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities’ – the DDA definition of disability.

St Charles Borromeo Catholic Primary School’s policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school’s Special Educational Needs (SEN) Policy as well as Equal Opportunities Policy.

Access to this plan

This Accessibility Plan is available on request to parents, prospective parents, staff, job applicants and external agencies, including Ofsted. It will also be published on the school website and made available in alternative formats where required.

The plan is shared with the Senior Leadership Team, Governing Body and relevant staff, and informs the school's strategic planning and development priorities.

St Charles Borromeo School is committed to creating an inclusive environment where all pupils, staff, parents and visitors are valued and respected, regardless of disability, Special Educational Needs or other protected characteristics. We actively promote awareness, understanding and acceptance of disability through our curriculum, assemblies, themed events and partnerships with organisations such as Just Different and Parkinson's UK.

We are committed to:

- improving access to the curriculum for pupils with disabilities;
- improving the physical environment of the school; and
- improving the accessibility of information for pupils, parents, staff and visitors.

This plan supports the requirements of the Equality Act 2010 and the school's Equality and SEND policies. It will be reviewed annually and updated as necessary to reflect the changing needs of our school community.

This plan was updated in September 2026.

Objective	Progress / Current Position	Aims / Planned Actions	By Whom	By When	Success Criteria
To improve the extent to which pupils with disabilities can participate in the school's curriculum.	Pupils with disabilities follow the same curriculum as their peers, with adaptations where required. Pupils are supported to attend school trips, clubs and enrichment activities. Planning and risk assessments are completed in advance, where applicable. Communication with parents and carers is strong. Additional resources, staffing and timetabling adjustments are used when needed.	Audit pupils who are registered disabled or who may require reasonable adjustments. Identify needs prior to admission wherever possible to support smooth transition. Meet with parents/carers and liaise with previous settings to plan access to the curriculum. Ensure all staff are aware of pupils' needs and make appropriate reasonable adjustments.	SENDCo SLT	Ongoing Termly At transition points	Pupils with disabilities can access the full curriculum through reasonable adjustments where required. Support strategies are documented and shared with relevant staff. Educational visits, enrichment activities and clubs are assessed for accessibility. Pupils with disabilities participate in wider school opportunities at rates comparable with their peers.

Objective	Progress / Current Position	Aims / Planned Actions	By Whom	By When	Success Criteria
To improve the physical	Additional time is given for pupils to transition around the	Maintain buildings in line with Equality Act expectations,	Headteacher Resources and	Annually	Pupils with disabilities can

environment of the school so pupils with disabilities can access education, benefits, facilities and services.	school where needed. Access to the bank in the playground has been created, including handrails. Classroom locations are adjusted when necessary to support access. Disabled toilet facilities, parking bays and flexible access arrangements are in place. Designated spaces, including the Rainbow Room and Carlo's Room, support physical, sensory and regulation needs.	including lighting, doors, flooring and access routes. Ensure disabled parking and flexible access arrangements remain effective. Monitor accessibility and safety at break and lunchtimes. Adapt the physical environment where practical and financially viable. Review and adjust specialist spaces if specific needs arise.	Health & Safety Committee Premises management Xavier CET SLT	Termly As needs arise	access classrooms, learning areas, communal spaces and outdoor areas required for school life. Reasonable adjustments are implemented promptly and reviewed regularly. Accessibility audits identify barriers and actions are recorded. Accessible toilet facilities, parking spaces and designated support areas remain operational and fit for purpose. No pupil is unable to participate in school activity solely because of a physical access barrier.
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Objective	Progress / Current Position	Aims / Planned Actions	By Whom	By When	Success Criteria
To improve the delivery of information to pupils with disabilities so it is accessible to them.	Work is routinely provided in larger fonts when required. School information is shared electronically so families can access it at home using compatible software or enlarged screens. Ground-floor meeting rooms close to reception are offered where this supports access. Visual stress assessment resources and reading overlays are available where appropriate.	Ensure letters and communications use clear, readable fonts and are sent electronically. Provide enlarged print where this is a pupil's or parent's usual way of accessing information. Offer training to staff on aspects of disability and inclusive communication. Review whether additional electronic devices or assistive technology could improve access to learning resources.	SENDCo Office staff ICT coordinator	Ongoing Annually through staff training / meetings	Information is available in accessible formats when needed. Parents, carers and pupils can access key school communications effectively. Staff understand how to adapt information for pupils with additional access needs. Assistive technology and accessible resources are reviewed and used where appropriate.

Objective	Progress / Current Position	Aims / Planned Actions	By Whom	By When	Success Criteria
To ensure that pupils with severe allergies can safely access all aspects of school life through appropriate staff	Pupils with severe allergies are identified through admission information, medical updates and communication with parents/carers. Individual healthcare plans and	Review and update healthcare plans and allergy risk assessments at least annually, or sooner if a pupil's needs change. Ensure relevant staff receive	Headteacher SENDCo Office staff Class teachers First aid lead Catering	Ongoing Annually At admission	Pupils with severe allergies can safely access the curriculum, meals, clubs, educational visits

training, risk assessment, reasonable adjustment, and increased awareness across the school community.	allergy information are in place where required. Staff are made aware of pupils with known allergies and the procedures to follow in an emergency. Arrangements are in place for safe participation in lessons, educational visits, clubs, lunchtime provision and wider school activities.	appropriate allergy and anaphylaxis training, including the use of adrenaline auto-injectors where required. Complete risk assessments for curriculum activities, food-related events, trips, residential visits and enrichment opportunities. Maintain clear communication with parents/carers regarding allergy management, medication and reasonable adjustments. Increase awareness across the school community so that pupils with severe allergies are supported safely and sensitively.	provider Educational visit leader	and transition points Before trips, visits and food- related activities	and wider school activities. Relevant staff understand pupils' allergy needs, emergency procedures and reasonable adjustments. Healthcare plans, medication arrangements and risk assessments are accurate, accessible and regularly reviewed. Parents/carers are confident that allergy-related needs are understood and managed appropriately. The school community shows increased awareness of severe allergies and supports an inclusive, safe environment.
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Please also see our Equality Policy and where there may be need for consideration of accessibility to school facilities, considerations will be made through discussion with the relevant person/people on a case by case basis to ensure the individual needs of the person are taken into account. This will always be done in a supportive manner.