



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

Accessibility Policy

Approved by: Curriculum & Catholic Life
Committee

Date: 23rd September 2025

Last reviewed on: 24th September 2024

Next review due
by: October 2026

1. Aims

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 pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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.

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. Operational details

Listed below are the operational details of our accessibility plan, in accordance with the Equality Act 2010. The key areas are:

- **To increase access to the curriculum for pupils with a disability.** This is done in the following ways:
 1. The school ensures we do this by offering a differentiated curriculum for all pupils.
 2. We use resources tailored to the needs of the pupils who require support to access the curriculum.
 3. We aim to use resources that use examples of people with disabilities.
 4. Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of the pupils.

- **To improve and maintain access to the physical environment.**

Disabled toilets are available for pupils. This toilet is also modified for use by students with achondroplasia, who require a different sized toilet seat and step.

For students with hearing impairment, staff are trained on how to use hearing aids and microphones whilst teaching. This is done by the Teacher of the Deaf, who liaises with the SENDCo as and where necessary.

Disabled access points with ramps are in place in the school side entrance.

Modified chairs are used for students with physical disability.

- **To improve the delivery of information to pupils with a disability.**

We use a range of communication methods including; internal signage, large print resources and pictorial and symbolic representations.

Where it has been recommended by a professional, students with visual/reading difficulties are given a laptop or tablet to record information. Teachers send resources to these students in advance of lessons so the zoom-in/out function can be used to support their reading.

Where necessary, the school can supply a scribe or reader to students, in accordance with the JCQ Reasonable Adjustments policy. More detail can be found in the school's SEND policy.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) Policy and Funding and Information Report
- Supporting Students with Medical Conditions Policy

