# Our Lady and St. Benedict Catholic Academy

# Accessibility Plan 2026–2029

## Links to School Aims

Our school's mission statement is 'Loving Learning and Looking Forward with Christ'.

To this end our school will work to ensure that all students, staff, parents and other stakeholders are able to access the physical environment, the curriculum and information provided by the school.

**Legal Framework**

The **Equality Act 2010** replaced all existing equality legislation, including the Disability Discrimination Act.

The academy is committed to eliminating disability-related barriers, advancing equality of opportunity and planning proactively for accessibility. Reasonable adjustments will be considered for individual pupils and, where relevant, staff, parents and visitors under the applicable Equality Act duties.

The plan is reviewed annually, with a full refresh at least every three years. Progress is reported to school leaders and the relevant trust governance body. This plan covers 2026–2029 and is subject to approval.

Our Lady and St Benedict Catholic Academy is part of St Gabriel the Archangel Catholic Multi-Academy Trust. The school will work with the Trust, SENCO, site staff, families and external professionals to identify barriers and agree proportionate, practical improvements.

**The Aim of the Plan**

The aims of this Accessibility Plan are to ensure that Our Lady & St Benedict Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and any other stakeholders or visitors to the school.

The Accessibility Plan will look at what we are currently doing and relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and the physical aids to access provision.
- Further Increase access to the curriculum for pupils with a disability and/or special educational needs and those who come from a disadvantaged background, expanding the curriculum as necessary to ensure that pupils with a disability/SEN are equally as prepared for life as the able-bodied pupils in the school. This covers teaching and learning and the wider curriculum of the school, such as after-school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils accessing the curriculum.
- Improve the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples of this may be handouts, timetables, textbooks or information regarding school events. Information should be made in a range of preferred formats within a reasonable time frame.

The Action Plan below, relates to these key aspects of accessibility and shows how the school will address the priorities identified. This plan is reviewed and adjusted at least annually. A new plan will be drawn up every three years. Actions carried over from the previous plan require a current audit and evidence of completion. Lead roles and funding decisions are subject to confirmation by school leadership and the Trust.

Our Lady and St Benedict Catholic Academy follows guidance from the Equality Act 2010. “The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.” Furthermore schools “must not discriminate and they must make reasonable adjustments for disabled children and young people.”

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

## Section 1: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

### Current Good Practice

The previous plan records ramped access at the main entrance, accessible toilet facilities, specialist seating and adaptations to learning spaces. These existing arrangements, along with any remaining steps and barriers, will be checked through an updated site accessibility audit in 2026–2027. Previous actions are not assumed to be complete until verified.

### Objectives and Action Plan

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| Improve accessibility of all classrooms | - Conduct a full accessibility audit of all classrooms and learning spaces<br>- Install ramps to eliminate steps where possible<br>- Ensure doorways and corridors are kept clear and clutter free to accommodate wheelchair users | - All classrooms and learning spaces are fully accessible to pupils with physical disabilities<br>- Feedback from pupils, staff, and | Site Manager, SENCO<br><br>Principal | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing |

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| and learning spaces | - Ensure appropriate lighting, signage, and visual aids are in place | visitors indicates improved accessibility | Academy Manager | adjustments as required) |
| Enhance sensory regulation in classrooms | - Assess each classroom environment for potential sensory issues<br>-Provide mind up sensory boxes with sensory equipment and tools in every classroom.<br>-Allow sensory breaks if needed.<br>- Implement adaptations such as LED daylight lighting, quiet zones, and sensory equipment.<br>-Provide ear defenders where required.<br>- Provide staff training on supporting pupils with sensory needs | - Classrooms are designed to minimise sensory overload<br>- Pupils with sensory needs are able to effectively regulate and engage in learning | SENCO,<br>Class teachers | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing adjustments as required) |
| Improve accessibility of outdoor spaces | - Conduct an audit of outdoor areas, including playgrounds and sports facilities.<br>- Ensure pathways, ramps, and doorways are kept clear at all times.<br>-Assess accessibility of play equipment. Ensure any new installations are fully accessible.<br>- Ensure appropriate shading, seating, and sensory elements are available -<br>-assess steps from classrooms to the outdoors and investigate installation of portable ramp if needed. | - All outdoor spaces are fully accessible to pupils with physical disabilities<br>- Pupils with disabilities can participate in outdoor activities and play | Site Manager, PE Lead | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing adjustments as required) |
| Ensure accessibility of | - Review accessibility of all school events, including parents' evenings, performances, and trips.<br>- Provide alternative formats of written communications, | - All school events and communications are accessible to pupils, parents, and visitors with | Office Manager, | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate |

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| school events and trips. | such as large print, braille, and audio recordings<br>- Ensure website and digital platforms are fully accessible | disabilities<br>- Positive feedback from the school community on accessibility | Communications Lead | and refresh (ongoing adjustments as required) |
| Provide specialist equipment and assistive technology | - Assess the needs of individual pupils and purchase necessary equipment, such as height-adjustable desks, specialist seating, and communication aids<br>- Ensure staff are trained on the use and maintenance of assistive technology | - Pupils with disabilities have access to the specialist equipment and assistive technology they require to fully participate in the curriculum<br>- Feedback from pupils and staff indicates the equipment is supporting learning and inclusion | SENCO, IT Lead | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing adjustments as required) |

## Section 2: Increase the extent to which pupils with disabilities can participate in the curriculum

### Current Good Practice

The academy aims to provide an ambitious, broad and balanced curriculum for all pupils. Teachers use adaptive teaching, scaffolding, accessible resources and carefully planned interventions. Pupil Passports and provision records support the assess–plan–do–review cycle. The impact of adjustments and participation in clubs, trips and wider school life will be monitored.

### Objectives and Action Plan

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| Enhance the accessibility of the school's curriculum for pupils with | - Review the curriculum and identify areas where further adaptations or adaptation may be required to ensure full participation for pupils with disabilities and SEND<br>- Provide targeted training for staff on effective | - All curriculum areas have been reviewed, and adaptations implemented where necessary to improve accessibility<br>- Staff feedback indicates increased confidence and competence in adapting | - Principal Curriculum Lead<br>- SENCO | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and |

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| disabilities and/or SEND | strategies for adapting the curriculum and teaching methods to meet the needs of pupils with a range of disabilities and SEND<br>- Ensure that all staff are aware of the specific needs of pupils with disabilities and SEND in their classes and have access to appropriate resources and support to enable their full participation<br>- Regularly review and update individual Pupil Passports, involving pupils and parents, to ensure that targets and support strategies remain appropriate and effective | the curriculum and teaching methods to meet the needs of pupils with disabilities and SEND<br>- Pupil and parent feedback indicates high levels of satisfaction with the support and adaptations provided to enable full participation in the curriculum<br>- Termly progress data shows that pupils with disabilities and SEND are making at least expected progress against their individual targets | - Subject Leaders | refresh (ongoing adjustments as required) |
| Enhance the range of extracurricular and enrichment activities available to pupils with disabilities and SEND | - Review the current extracurricular and enrichment offer to identify any barriers to participation for pupils with disabilities and SEND<br>- Consult with pupils, parents, and external specialist providers to identify new activities and adaptations that could be introduced to improve accessibility<br>- Provide training and support for staff leading extracurricular activities to ensure they are equipped to meet the needs of pupils with a range of disabilities and SEND<br>- Actively promote the extracurricular and enrichment opportunities available to pupils with disabilities and SEND, and monitor participation rates | - A wider range of extracurricular and enrichment activities are available that are accessible to pupils with disabilities and SEND<br>- Staff leading extracurricular activities report increased confidence and competence in supporting the participation of pupils with disabilities and SEND<br>- Pupil and parent feedback indicates high levels of satisfaction with the extracurricular and enrichment opportunities available,participation rates for pupils with disabilities and SEND have increased | - Vice Principal (Personal Development)<br>-Academy Manager<br>- SENCO<br>- PE Lead | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing adjustments as required) |
| Ensure that all pupils with | - Conduct a comprehensive audit of the specialist equipment and resources currently available in the | - The school has a comprehensive inventory of specialist equipment and | - SENCO<br>- Academy | 2026–2027: audit and baseline; 2027– |

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| disabilities and SEND have access to appropriate specialist equipment and resources to support their full participation in the curriculum | school, and identify any gaps or areas for improvement<br>- Allocate funding from the school's Pupil Premium and Notional SEND budgets to purchase any necessary additional equipment and resources<br>- Provide training for staff on the effective use of specialist equipment and resources to support pupils with disabilities and SEND<br>- Regularly review the suitability and availability of specialist equipment and resources, and make adjustments as needed | resources available to support pupils with disabilities and SEND<br>- All pupils with identified needs have access to the appropriate specialist equipment and resources they require<br>- Staff feedback indicates increased confidence and competence in using specialist equipment and resources to support pupils with disabilities and SEND | Manager<br>- Site Manager | 2028: implement priorities; 2028–2029: evaluate and refresh (ongoing adjustments as required) |

**Section 3: Improve the availability of accessible information to pupils with disabilities**

**Current Good Practice**

The previous plan identifies visual timetables, pictorial supports, accessible fonts and translated communications as established approaches. During 2026–2029 the academy will review whether information is accessible to individual pupils and families, including those needing simplified language, alternative formats, interpretation or communication aids.

**Objectives and Action Plan**

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| Improve the delivery of written and electronic information to pupils, staff, | - Review all written and electronic information (e.g. handouts, timetables, textbooks, school event information) to identify areas for improvement<br>- Implement the use of text-to- | - All key written and electronic information is available in a range of accessible formats within a reasonable timeframe<br>- Positive feedback from pupils, staff, parents and visitors with disabilities on the accessibility of information<br>- Staff demonstrate confidence in creating accessible information through lesson observations and work scrutiny | Academy Manager<br>SENCo<br>IT Lead<br>Senior | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing |

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| parents and visitors with disabilities | speech software, simplified language, and alternative formats (e.g. large print, Braille, audio) for key documents and communications<br>- Provide training for staff on creating accessible information and communications<br>- Ensure the school website is fully accessible, with options to adjust font size, contrast, and language | | Leadership Team | adjustments as required) |
| Enhance the delivery of information to pupils with communication and language difficulties | - Work with speech and language therapists to identify effective strategies for supporting pupils with C&L needs<br>- Provide training for staff on using visual aids, symbols, and alternative communication methods<br>- Ensure all classrooms have access to a range of communication resources (e.g. visual timetables, communication boards)<br>- Regularly review and update Pupil Passports to reflect each | - Pupils with C&L difficulties demonstrate improved understanding and engagement with information delivered in the classroom<br>- Positive feedback from pupils, parents and outside agencies on the effectiveness of communication support<br>- Evidence of consistent use of communication resources in lesson observations | SENCo<br>Class Teachers<br>Teaching Assistants | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing adjustments as required) |

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|---|---|---|---|
| | child's communication needs and preferred methods | | | |
| Improve the accessibility of information for parents and carers of pupils with disabilities | - Review current methods of communicating with parents and identify areas for improvement<br>- Offer a range of options for parents to receive information, including email, text, paper copies, and online platforms<br>- Ensure all key documents (e.g. newsletters, policies, event information) are available in accessible formats<br>- Provide training for staff on effective communication with parents of pupils with disabilities | - Parents and carers report high levels of satisfaction with the accessibility of information<br>- Increased engagement from parents of pupils with disabilities in school events and activities<br>- Evidence of effective communication with parents in case studies and feedback | Senior Leadership Team<br>Office Manager<br>SENCo | 2026–2027: audit and baseline; 2027–2028: implement priorities; 2028–2029: evaluate and refresh (ongoing adjustments as required) |