



Cheadle Catholic Junior School
"Following in the footsteps of Jesus"

Accessibility Plan

Version	Author	Policy approved by	Approval date	Review date
V1	Katie Warwick	Governing Board	November 2023	September 2026

Our Mission

‘Forward in Faith, following in the footsteps of Jesus’

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Aim

At Cheadle Catholic Junior School we treat all pupils fairly and respectfully. We aim to create an inclusive environment where all pupils have access and opportunities without discrimination of any kind.

As part of the Equality Act 2010, schools are required to have an accessibility plan. The purpose of this plan is to ensure that all pupils have full access to the curriculum, to the physical environment and to information.

This plan identifies how the school meets the needs of all pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years and in conjunction with the Equality Act 2020.

This plan is to be reviewed every 3 years by the SENDCo and Governing board.

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. 'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions and local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014).

1. Improving access to the curriculum

Target/ Objectives	Strategies/ Action	Lead	Success Criteria	Timeframe
Increased access to the curriculum for all learners	<p>Adaptations made to the curriculum to meet the needs of all learners.</p> <p>Provision maps to be created in all subject areas to ensure we are meeting pupil's needs at Universal, Targeted and Individual levels.</p> <p>Training to all staff around Adaptive teaching.</p> <p>Ensuring pupils have access to appropriate resources that will support them in their learning.</p> <p>Ensure appropriate targets are set and reviewed for pupils with additional needs.</p> <p>Whole school change to dyslexia friendly font's and the use of buff paper.</p> <p>Whole school training for staff and parents around dyslexia friendly strategies.</p> <p>Liase with the Infant school to identify any pupils with needs before they start at the Juniors and ensure adaptations are made.</p>	<p>Subject leaders/ Teachers</p> <p>SENDCo</p> <p>Class teachers/ SENDCo</p> <p>Class teacher</p> <p>Headteacher/ Class teacher</p> <p>SENDCo</p>	The needs of all learners are met enabling positive outcomes	Ongoing
To ensure all pupils with a disability, medical condition or other needs, access as fully as possible the wider curriculum	<p>In partnership with parents create personal risk assessments outlining all reasonable adjustments which are to be made and any emergency procedures to be followed.</p> <p>Liase with external agencies to implement training where needed.</p>	<p>Class teachers/ Parents/ SENDCo</p> <p>SENDCo</p>	All pupils will have the opportunity to access the wider curriculum.	Ongoing
Improve the educational experiences for pupils with a visual or	Liase with Sensory support and the Hearing Impairment team as required.	<p>SENDCo</p> <p>Class teacher/ SENDCo</p>	All pupils will have access to appropriate equipment needed to enable them to have	Ongoing

hearing impairment.	Equipment such as magnifiers, screen sharing, Soundfield systems, radio aids to be used as required. Equipment to be maintained to ensure they are in working order.	Class teacher/ Headteacher/ Sensory support service	equal opportunities to their peers.	
Improve the educational experiences for pupils with English as an additional language.	Liase with Ethnic Diversity Service to ensure pupils have the resources needed to access the curriculum fully.	Class teacher/ SLT	Pupils who have English as an additional language with be able to have resources available to them in their home language.	Ongoing

3. Improving access to information

Target/ Objectives	Strategies/ Action	Lead	Success Criteria	Timeframe
Availability of written material in alternative formats	Newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Headteacher & Office Staff	All parent/carers will be up to date and well informed of school information	In place & ongoing

Other links and information

SENDIASS- Send information and advice service- together trust:

Phone 0161 240 6168

Email: stockportsendiass@togethertrust.org.uk

Website: Together Trust: SENDIASS

Parents and Carers of Stockport together (PACT)

Phone: 07786 101 072

Email: info@pactstockport.co.uk

Website: <https://pactstockport.co.uk/>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 stories in part – 2 classrooms upstairs	Annual review of classroom allocation based upon the needs of the children Children supervised coming up and down the stairs	Head Teacher All staff	
Corridor access	Corridor is wide enough for wheelchair/ walker access with clear lines of sight	Children are encouraged to walk single file on the left to ensure a safe flow within the building. This must be reiterated by all adults.	Head Teacher All staff	Ongoing
Lifts	None	None		
Parking bays	Car park resurfaced Spring 2018 to reduce risk of trips and falls by providing a more even surface. Disabled parking bay in front of Cheadle Catholic Infant School.	Ensure access remains clear for emergency vehicles. Ensure disabled parking bay is kept clear.	Head Teacher School Business Manager Care takers	Ongoing
Entrances	There are no stepped entrances. Where required there may be a very slight incline to allow suitable wheelchair/ walking frame access	Ensure entrances remain obstruction free.	All staff Caretaker	Ongoing
Ramps	Ramps fitted to access external classrooms	None		

Toilets	<p>One Disabled toilet on main corridor Auto wash and dry toilet in the disabled toilet</p> <p>3 sets of girls' toilets 3 sets of boys' toilets</p> <p>Mobile classrooms both fitted with 1 male and 1 female toilet 2 staff toilets</p>	<p>N A</p>	<p>Contractor/ OT services to ensure requirements are correct</p>	<p>Ongoing</p>
Reception area	<p>Wide entrance</p> <p>Doors open for full wheelchair access</p> <p>Lower hatch for accessibility</p>	<p>N o n e</p>	<p>Caretaker Headteacher</p>	<p>Ongoing</p>
Internal signage	<p>Display on muted colours to support visually impaired and neuro divergent learners</p>	<p>N o n e</p>	<p>Head Teacher All staff</p>	<p>Ongoing</p>
Emergency escape routes	<p>All doors signed as fire exits</p> <p>7 classrooms have two exits –one internal and then one external</p> <p>5 classrooms have one exit</p> <p>Self-closing doors fitted on all classrooms linked to the fire alarm</p> <p>Fire exits kept clutter free</p>	<p>N o n e</p>	<p>Caretaker Headteacher</p>	<p>Ongoing</p>

Trips and visits	Thorough risk assessments, including pre visit by trip leader, to ensure venues are fully accessible to all learners	None		Ongoing
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