



Access Audit

St Teresa's Catholic Primary School
Kingsbury Drive
Nottingham
NG8 3EP

19th July, 2025

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1.0 Introduction

St Teresa's Catholic Primary School is part of the Catholic MAT, Our Lady of Lourdes and has a team of dedicated and skilled teachers and support staff, working alongside the Headteacher running this two form entry school for children aged between 4 years and 11 years old primarily living within the Aspley area. It is a very friendly school in a supportive community with the children at the heart of everything it does. The school is fully inclusive with a mission of working together to achieve the best for all children.

The school has made a commitment to a shared responsibility to the wider education community for the provision of good quality education and the improvement of life chances for pupils in the community beyond that of their own schools. Teachers, associate staff, school leaders and Governors have added expertise in working alongside colleagues to improve provision and outcomes for pupils.

At St Teresa's, they seek to maintain their success by making sure that leadership and management is inspirational and ensures the highest possible standards. All staff are expected to be leaders who set a clear vision which is achieved through dedication, teamwork and continued professional development. They look for outstanding teaching that is based on rigorous assessment for learning, setting the highest expectations yet at the same time also creating a love of learning through the delivery of creative and inspiring lessons in which all pupils can be successful. They do this with a culture of caring, support and mutual respect so that all children are inspired to surpass their personal potential and make exceptional progress through a wide and varied range of opportunities which will prepare them well for their future life. They have a dedicated team who believe that every child is entitled to the best possible education, and they provide a supportive environment to enable each student to feel valued and confident so that they can reach their full potential.

It is the aim and intention of St Teresa's is to fully comply with current legislation and good practice. They had made huge efforts to make their premises as accessible as possible, even though the footprint of the school makes access problematic, but this has been in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010. The school believes in equal opportunities for all the children, irrespective of social background, culture, race, gender, physical disabilities or ability.

Observations are detailed in section 4. There is no such concept as being "fully DDA compliant" for an existing building. The phrase has entered the language, but the legislation reads differently. A new public building will have to show disabled access, accessible toilets etc. but an existing structure will be asked to make "reasonable adjustments".

The school must anticipate the needs of its pupils and visitors as it doesn't know who its future pupils/visitors will be, but it only must react to the needs of its employees. So, it only needs to make changes in this regard for staff when it appoints someone, or when a current employee decides to disclose a disability. For staff adjustments it can apply for Government money to cover almost all the cost under the "Access to Work" scheme.

The recommendations within this report represent current best practice, but the concepts of "best practice" and "reasonable" will change with time. Therefore, the Act recommends a school be audited every 3 years. Fire Evacuation and Health & Safety legislation may conflict with DDA legislation. When this happens, both will supersede DDA, although H & S and DDA often overlap in reality.

The Equality Act makes it clear to Schools that they must make "reasonable adjustments" to make premises accessible to all users. This has led St Teresa's to implement changes in recent years to make their premises and curriculum as accessible as it can be. An accessible school is one in which disabled pupils can participate fully in the school curriculum. It is also one where the physical environment does not limit a pupil's ability to take advantage of the education (and other) opportunities on offer. The school's key objective is therefore to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation in the school community for all children, and prospective pupils, with a disability. This does not mean that all physical areas of the school need to be accessible to all children and this is often not a reasonable response. Instead, school need to ensure that children are not disadvantaged and this can be achieved reasonably by relating services and resources to accessible areas, The Equality Act of 2010 places a duty on all schools to plan to increase accessibility in schools. St Teresa's recognises its duty in law:

- Not to discriminate against disabled pupils in their admissions and exclusions procedures
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

St Teresa's works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that they achieve this goal they work with outside professionals such as specialist teachers, Occupational Therapy and specialist nursing teams. Their broad approach here is captured in their school policies which are available on their website or on request.

The school has a positive attitude towards inclusion and its ambitions to breakdown any barriers.

2.0 Consultation

2.1 Access Groups

For the purpose of this report, consultation with local Access Groups has not been undertaken, however, school staff have been consulted.

2.2 Conservation / Listed Building Status

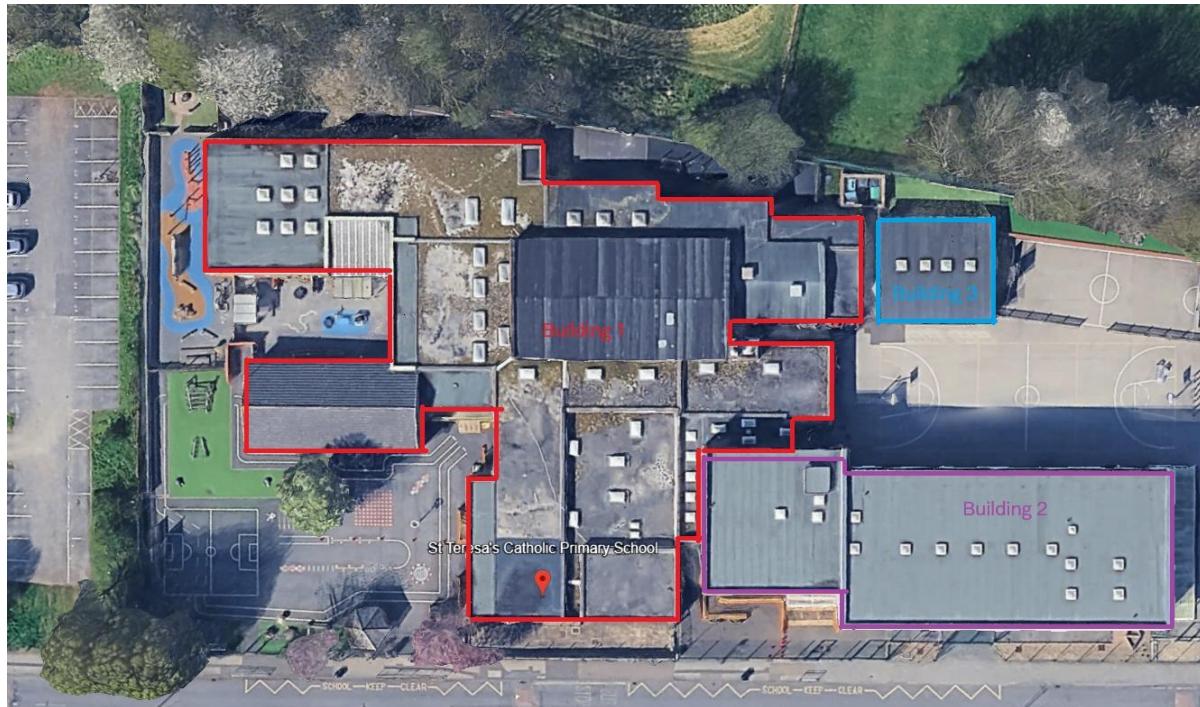
The site or buildings do not have a listed building status. Professional advice must still be sought for planning applications, and this is managed by the Trust Estates team.

2.3 Building Regulations

Where recommendations have been suggested that may have an effect on the evacuation strategy, building regulations may apply.

3.0 Site Details

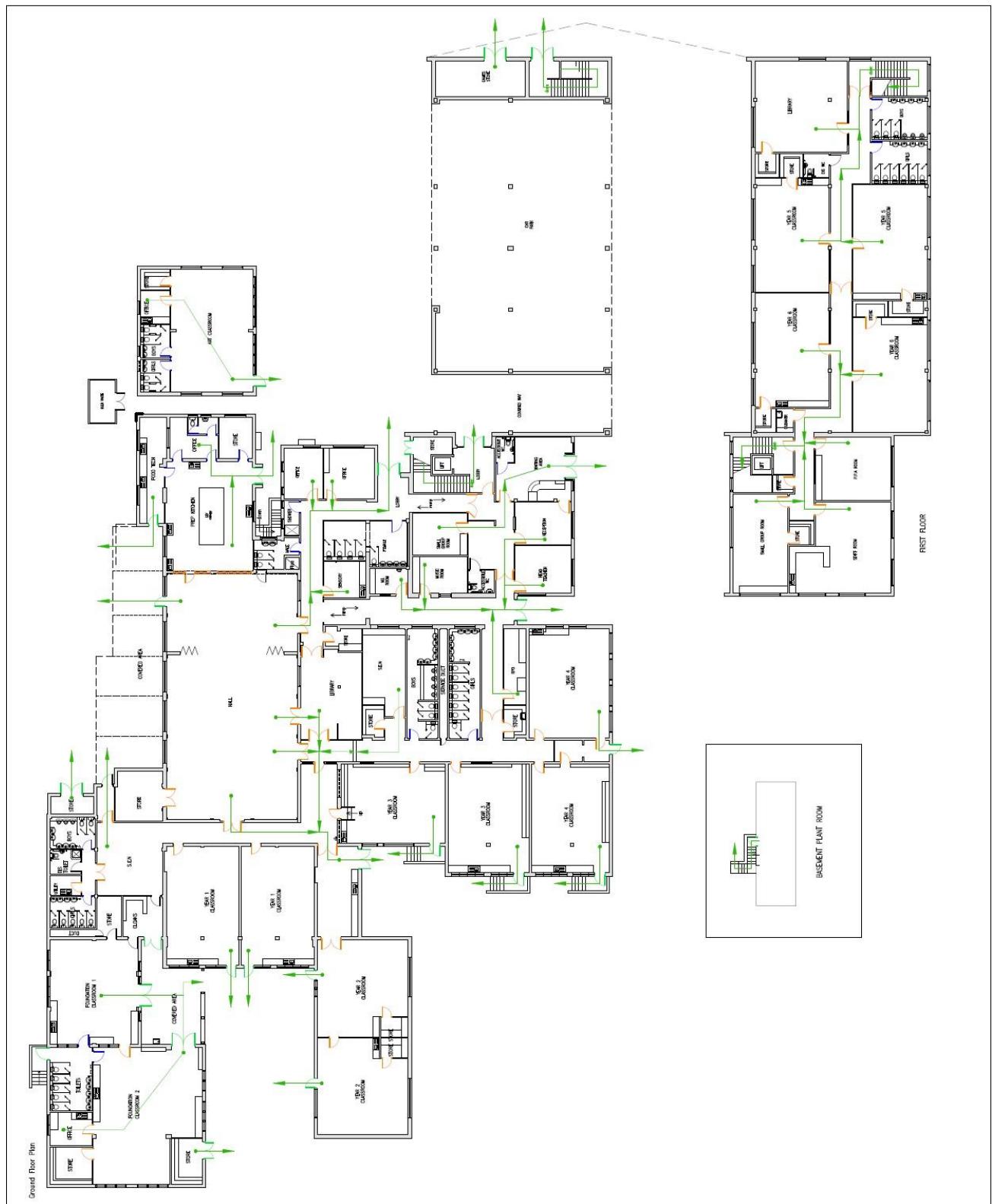
3.1 Description of Site	
Date of Construction	1954 onwards
Construction method	LB Traditional/ brick traditional
Number of Buildings	3
Number of floors	2
Access Via	Pedestrian entrance; vehicular entrance
External Areas	Playgrounds, small grass area to the local public park
Passenger/Platform Lifts/Stair lifts	Yes
Staircases	Yes
Ramps	Yes
Platform lifts	No
Stair lift	No
Visual indicators for fire alarms	Partial
Induction loops / Infrared systems	No
Accessible toilets	Yes
Tactile signage	No
On site assistance	Yes
Designated Disabled parking areas	Yes
Evacuation chairs	No
Refuge point(s)	No



3.2 Ariel View



3.3 Site Plan



4.0 Audit

Section	Description	Applicable
4.1	Location and Access	Yes
4.2	Promoting Safe Practises	Yes
4.3	Educational Visits	Yes
4.4	Communication and Website	Yes
4.5	Safeguarding	Yes
4.6	Approach to the School	Yes
4.7	Car Park	Yes
4.8	Route to Reception	Yes
4.9	External Ramps and Steps	Yes
4.10	Main Entrance Doors	Yes
4.11	Reception Area and Desk	Yes
4.12	Corridors, Hallways and Internal Circulation	Yes
4.13	Wayfinding and Signage	Yes
4.14	Classrooms and Facilities	Yes
4.15	Internal Stairs, Steps and Ramps	Yes
4.16	Internal Doors	Yes
4.17	WC's General provision	Yes
4.18	WC's Provision for Disabled users	Yes
4.19	Kitchen and Dining Hall, Staff Room	Yes
4.20	Access to the Curriculum	Yes
4.21	Access to the Environment	Yes
4.22	Gender Identity	Yes
4.23	Racial Equality	Yes
4.24	Means of Escape	Yes
4.25	Building Management	Yes
4.26	Lifts/Stair Lifts	Yes
4.27	Outdoor Spaces	Yes

4.1 Location and Access

St Teresa's is a 2-form entry primary school. At St Teresa's everyone receives a happy and warm welcome from all the children, staff, parents and governors. The school is situated in a residential area to the north of Nottingham city centre. Access to site entrances are level and are accessible by all. The pavements are in good condition. Tactile paving/dropped kerbs have been used where necessary in the locality to assist disabled people. Yellow zigzag lines are in place in front of the school.

4.2 Promoting Safe Practises

St Teresa's is a happy and safe place in which to learn. The school's work to keep pupils safe and secure is good. The school actively promotes safe practices including teaching pupils how to act if they feel unsafe. Teachers are active in helping pupils deal with the threat of cyber bullying. This includes e-safety training days and directing families to where they can gain further information and support. This means pupils understand how to keep themselves and one another safe through their responsible attitudes and awareness of potential risks. Lesson planning considers all groups of pupils including disabled pupils and those with special educational needs and the most able. Teachers challenge all groups of pupils by providing tasks that make them think. This creates an environment where disabled pupils and those who have special educational needs can flourish and make similarly good progress as the others.

St Teresa's is a well-planned school with only a few areas which could be improved for pupils and visitors with a disability. The school is doing all it can to make 'reasonable adjustments' to the access in the buildings and is doing everything it can to comply with The Equality Act 2010. Reasonable adjustments have been made for all children with SEND where necessary. When a child with a particular disability is admitted to the school, they consult with outside agencies for extra guidance when necessary. The school is fully committed to following the guidance contained in the report. The have made some easy & simple adjustments prior to the audit to ensure handrails contrast with the walls and some internal and external steps have contrasting nosings.

4.3 Educational Visits

Every effort is made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc. All young people are encouraged to participate in as wide a range of activities as possible. Pupils can derive a good deal of educational benefit from taking part in visits with their school. They have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits encourage greater independence. Most school visits take place without incident and it is clear that teachers are already demonstrating a high level of safety awareness. However, following several tragic incidents involving schoolchildren in the last few years, there is a growing concern amongst school staff and parents about further ensuring the safety of pupils on school visits. Ensuring accessibility of any activities or events that involve travelling outside School grounds will help all students to participate fully in School life. This includes educational trips, such as, visits to museums or theatres, visits to other Schools or sports events. The school reviews the accessibility of the destination and the transport to and from the destination as part of the planning of any such activities. If a visit is to cater for pupils with special needs, a suitable venue is selected. Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. All teachers supervising visits will be aware of a pupil's medical needs and any medical emergency procedures. Educational visits are planned using the EVOLVE system to ensure compliance.

4.4 Communication and School Website

The Schools Information Act 2012 requires the online publication of many documents and policies. These can easily be found on the school web site. The school has chosen a content management system that supports accessibility. Headings correctly organised in respect of their structure of their content and alt text is included for images. Links have unique and descriptive names and colour is used with care. Forms have been designed for accessibility and tables are used for tabular data and not for layout. All content can be accessed with the keyboard alone in a logical way. ARIA roles and landmarks make dynamic content accessible. Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it in Braille, in large print, on audio format upon request.

4.5 Safeguarding

The school takes safeguarding very seriously – they ensure their children are kept safe in lots of different ways: They only employ qualified and trained staff who have had an enhanced criminal records check. All volunteers and visitors are also checked and given a “Safeguarding” briefing before they have access to the site. They have a safe and secure building and grounds; they carry out daily, weekly or yearly risk assessments for the equipment and areas used by all children, both in the school grounds and whenever they go for trips beyond their boundaries. All staff have regular safeguarding training, and they focus on the well-being of every child individually. This means that all parents and visitors to the school may only be given entry to the building after they have registered with the school office staff at the main entrance. The Designated Safeguarding Leader (Child Protection) is Mrs Anne Glynne-Jones. The school also has appointed three Designated Safeguarding Persons: Mrs Joanne Green, Mr Simon Dickie and Miss Anna Gee

The school recognises the importance of creating an ethos within school that will help children to feel safe and confident that they will be listened to. They recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school recognises these facts, and all the staff are trained in keeping a watchful eye on all their pupils and bringing any worries about safeguarding to the relevant person. The school aim for all their students to: make excellent academic progress, develop exemplary interpersonal skills and qualities and participate in a wide range of competitions, projects and tasks.

As a school, St Teresa's take their responsibility to safeguard and promote the welfare of their children extremely seriously. Improving outcomes for all their students underpins all of the work within this school. Safeguarding is everyone's responsibility and as such the school aims to create the safest environment within which every student has the opportunity to achieve. The school is very conscious of the need to keep their children safe, and it is for this reason that visitors may find it hard to get into the school buildings. It is also important for security reasons that they know who is in school at all times. The school recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for young people at risk of significant harm and will endeavour to provide an environment where young people are valued and know that their concerns will be taken seriously. They strive to create an atmosphere where young people feel able to disclose information and seek support and where young people are safe and feel safe. All their staff have been provided with the statutory guidance 'Keeping Children Safe in Education' and this is updated annually.

St Teresa's fully recognises its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure effective arrangements within their school to identify, assess and support children who are suffering from harm. The school policy has been developed in accordance with the principles established by the Children Act; the Education Act; and in line with government publications: 'Counter Terrorism and Security Act', 'Working Together to Safeguard Children', Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families', 'What to do if You are Worried a Child is Being Abused'. The policy also reflects, 'Keeping Children Safe in Education'. The school has an electronic signing in system.

4.6 Approach to School

The school has one main pedestrian visitor entrance leading into the school reception area. The pedestrian entrance is not manned and is controlled via an intercom system to maintain perimeter security.

At drop-off and pick-up times, additional pedestrian entrances and exits are used. These lead directly onto playgrounds and are manned during these times.

4.7 Car Park

The school has one car park. Access to the car park is controlled via a locked gate. The gate is kept locked to maintain perimeter security. A marked accessible parking bay should be provided and disabled drivers may need to request assistance to enter the car park. Traffic can be a particular hazard for some people, including people with mobility difficulties, those who have difficulty remembering and concentrating, and for those with sensory disabilities who cannot hear or see the vehicles. Pedestrians have a dedicated route into school to keep them away from vehicles, so far as is reasonably practicable. Kingsbury Drive has a residents parking scheme which helps to reduce the number of parked cars. To ensure vehicle and pedestrian segregation, vehicular access to the car park adjacent to the pedestrian entrance is locked during drop off and pickup times.

4.8 Route to Reception

The route from the entrance to the reception is flat and level. It is immediately obvious to visitors where the school reception is located.

4.9 External Ramps and Steps

The school site elevation declines approximately 2.5 metres north to south which results in some buildings being higher than the outside areas. There are four classrooms that are accessed via steps from the adjacent playgrounds. Where this is the case, and where the installation of a suitable ramp has not been possible, alternative access routes are provided.

The plant room is below ground level and external steps are used to access this room. This would present an obstacle an ambulant, or less-able-bodies site manager. In addition, a less-able-bodies site manager would not be able to access some service ducts.

4.10 Main Entrance Doors

To maintain security, the main entrance doors are access controlled via an intercom system. The main entrance doors are fully visible from the adjacent school office.

4.10 Reception Area and Desk

The reception area consists of a secure area with a reception desk to the left hand side. Visitors sign in using a digital visitor management system which is located at the end of the reception desk. The area is suitable for wheelchairs. Assistance is available for disabled persons, and the school office staff welcome all visitors irrespective of access requirements.

4.11 Corridors, Hallways and Internal Circulation

Corridors, hallways, and circulation areas are wide, spacious and free from stored items that could reduce the width. Floor coverings are generally in good condition.

4.12 Wayfinding and Signage

Signage is suitable to meet current requirements. Visitors are accompanied and personally directed, as required.

4.13 Classrooms and Facilities

Classrooms and facilities are generally suitable, and the layout of furniture is arranged to provide the best possible access given the age of the building.

4.14 Internal Stairs, Steps and Ramps

There is an internal ramp adjacent to the library and hall area. The gradient is suitable for access for mobility-impaired persons.

4.15 Internal Doors

The majority of access doors have a minimum of 820mm clear opening width. Where doors do not currently meet requirements, they will be upgraded as the school renovates the buildings according to its asset management plan and when funding becomes available.

4.17 WC's General provision

The school has a number of WC facilities dedicated to specific age groups.

4.18 WC's Provision for Disabled users

The school has three dedicated accessible WC complete with an emergency call system.

4.19 Kitchen and Dining Hall, Staff Room

The catering kitchen would require some modifications if an access impaired caterer was employed by the school. School catering is currently outsourced.

4.2 Access to the Curriculum

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning, and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment, or furniture
- regular and frequent access to specialist support

The school will make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

4.21 Access to the Environment

Reasonable adjustments will be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations on a case-by-case basis. This will include the provision of auxiliary aids for disabled pupils.

Where it is known that long-term access will be required to first-floor accommodation; to reduce the additional hazards presented by access aids such as evacuation equipment, the school will seek to relocate the entire group to an accessible classroom on the ground floor. All decisions will be based upon the safety of occupants.

4.22 Gender Identity

Gender variant individuals, by definition, challenge traditional gender roles. Children who are targeted by their peers for not assuming the conventional gender roles may be harassed and bullied at a young age. By stepping outside of social expectations, these individuals are vulnerable to verbal abuse, physical abuse and even sexual violence at higher rates than their gender-conforming peers.

If a student discloses their gender variant identity, the school will support the student's self-definition and ensure that they know they are valued. The school will listen to what the student has to say about how they are feeling and what their gender identity means to them and ask them what they would like the school to do (if anything). The school should not attempt to 'fix' the gender variant youth by attempting to abandon their gender variant identity as this has been shown to be harmful and often leads to low self-esteem and mental health issues such as depression, self-harm and suicide. Current research indicates that gender variant individuals consciously select people to disclose to who they trust and who they believe will be supportive and sympathetic to their gender identity. Maintaining the trust and confidentiality of the gender variant child is, therefore, paramount. Each child will be treated as an individual and a specific support plan will be created.

4.23 Racial Equality

The school has a written racial equality policy and racial equality is included as an explicit aim in all of the school's policies. The school has a policy for dealing with racial harassment which clearly sets out the procedures for handling complaints and incidents. The policies have been endorsed and adopted by the school's governing body and implemented by the school's management team. A racial equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues. Steps are taken to ensure that everyone associated with the school is kept informed about the school's racial equality and racial harassment policies and procedures and abides by them. Racial equality policies and procedures are regularly reviewed, and their effectiveness evaluated. Reviews and evaluations of racial equality and racial harassment policies and procedures take account of the views of all sections of the school community.

Curriculum planning takes account of the ethnicity, background and language needs of all pupils. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups. The criteria used for allocating pupils to optional activities are fair and equitable to pupils from all ethnic groups. Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified. The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.

Assessment outcomes are used to identify the specific needs of ethnic minority pupils, inform policies, planning and the allocation of resources. Teaching methods and styles take account of the needs of pupils from different ethnic groups. Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality. Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups. Racial equality and ethnic diversity are promoted, and racism and discrimination challenged in all areas of the curriculum. The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racism and racial discrimination are used in all areas of the curriculum.

Active steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups. The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance. The school identifies and adopts good practice strategies in order to reduce any differences in rates of

exclusion between ethnic groups. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils, irrespective of ethnicity. The process of excluding a pupil is fair and equitable to pupils from all ethnic groups. Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Pupils' attainment and progress in individual subjects are monitored by ethnic group (and by gender, language and disability). The school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups. The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities. Every pupil is offered the support and guidance they need. Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.

A 'whole school' approach is used to promote racial equality and eliminate racial discrimination. Diversity is recognised as having a positive role to play within the school. The school recognises the importance of language to a person's sense of identity and belonging. Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently. Immediate action is taken to remove racist graffiti from all school property. All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping. A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment. The school has clear procedures for dealing with perpetrators of racist incidents. Active links are established with external organisations dealing with racist incidents and racial harassment.

All parents are regularly informed of their child's progress. Proactive steps are taken to involve ethnic minority parents in the school. People from ethnic minority communities are encouraged to become school governors. The school ensures that governor support is appropriate for all ethnic groups. The school's premises and facilities are equally available for use by all ethnic groups. The school has active links with ethnic minority community groups. The school encourages community groups to use its facilities for after-school activities and for holiday schemes.

Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment. Everyone involved in recruitment and selection adheres to the school's recruitment and selection procedures. Steps are taken to encourage people from underrepresented ethnic minority groups to apply for positions at all levels in the school. The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice. The school monitors the employment and professional development of staff by ethnic group. Staff and governors go through regular and systematic training programmes on racial equality issues. Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups. A person's effectiveness in dealing with racial equality issues is addressed through various line management mechanisms. The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

4.24 Means of Escape

The school building is fitted with an audible alarm system and visual means of warning where appropriate. Teachers are responsible for sweeping all areas and ensuring all pupils are evacuated.

People with disabilities can evacuate the building and reach places of safety or refuge. Each disabled pupil will have a personal emergency evacuation plan (PEEP) drawn up which would deal with any issues such as assistance.

Alarm systems are regularly checked by a qualified engineer. Fire doors regularly are checked by the site manager who reports defects to the Trust. Fire doors are regularly maintained. Escape routes are clearly signed.

The site manager (RPO) ensures that all escape routes are free from obstructions daily.

Staff members will be trained in helping mobility impaired people evacuate on a case-by-case basis.

A fire risk assessment has been carried out. All fire extinguishers are wall mounted and checked annually. Fire action notices are clearly displayed.

4.25 Building Management

The school's buildings and grounds are maintained to a sufficient standard such that, so far as is reasonably practicable, the health, safety and welfare of the pupils, visitors and staff using them is ensured. The Trust Estates Policy details how this is achieved.

4.26 Lifts/Stair Lifts

A lift is fitted to provide access to first floor accommodation where there are 4 classrooms, a library, a staffroom, a PPA room, and an accessible WC. The long-term use of first floor facilities should be mitigated, so far as reasonably practicable, to minimise the risk to building users. As discussed above, an accessible school is one in which disabled pupils can participate fully in the school curriculum. This does not imply that all areas of a school site should be accessible at all times and accessibility and safety should be balanced.

4.27 Outdoor Spaces

Outdoor circulation is via a variety of accessible routes to suit the whole spectrum of children. Gradients are minimised so that outdoor facilities can be easily accessed. Outdoor areas have been significantly developed over the last few years and outdoor safety has been improved through the installation of security fencing. The school benefits from the use of an area of grass on the adjacent public park. The grass is serviced by the Trust landscaping team to maintain suitable access.

5.0 Summary

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

St Teresa's is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school has adopted this accessibility plan in line with its special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made following the completion of the school's audit and should be read in conjunction with the Access Audit document. The school's special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with

SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an accessibility strategy and plan covering a 3-year period. Through implementation of the accessibility plan, schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual. The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom. It is the aim of the school to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

5.1 Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

5.2 Reasonable adjustments

The school will make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

5.3 Accessibility Action Plan

Item	Areas	Recommendation	Priority	Keys for costs	Target year	Date Achieved
1	Approach and access to School	Remind parents via newsletters to park safely at drop off and collection times.	OG	N	OG	
		Maintain a disabled parking bay that it is easily identifiable, to include the hatched area wide enough for ambulant visitors to access a vehicle.	C	M	2026-27	
		Erect a sign in front of the disabled parking bay.	C	M	2026-27	
		Consider how a disabled driver might communicate with school reception staff that they may need assistance to park and to enter the premises.	C	M	2026-27	
2	Outdoor Spaces	Upgrade outdoor furniture so that they are suitable for wheelchair users.	C	M	2026-27	
		Monitor tree root, paving, and hard surface hazards.	A	OG	OG	July 2025
		Consider creating an outdoor area to support mental health	C	OG	OG	

5.4 Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Priority OG:

Ongoing

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

5.5 Acceptance of Audit and Report

Signed by

Head Teacher _____ Date: _____

Site manager _____ Date: _____

SENCo _____ Date: _____

Governor _____ Date: _____