Charitable Objects of St. Catherine's School- The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

ST CATHERINE'S SCHOOL BRAMLEY
ACCESSIBILITY PLAN (THREE-YEAR PLAN)

'Believe… Achieve… Succeed'

This Accessibility Plan will be reviewed annually or sooner if there are statutory revisions or other changes that impact the plan.

Purpose and Principles

In line with its duty under the Equality Act 2010, this Accessibility Plan sets out how St Catherine's School will, over a rolling three-year period:

1. Increase the extent to which pupils with disabilities can participate fully in the school's curriculum and wider life.
2. Improve the physical environment of the School to increase access to education and associated services.
3. Improve the delivery to pupils with disabilities of information which is readily available to pupils without disabilities.

The Plan reflects the School's commitment to inclusion, anticipates the needs of pupils and prospective pupils with SEND and/or disabilities, and supports compliance with the Equality Act 2010.

This Accessibility Plan is informed by guidance commissioned by the Department for Education and developed by the Council for Disabled Children (CDC), including Disabled children and the Equality Act 2010: What teachers need to know and what schools need to do and The Accessibility Planning Handbook. The School adopts a whole-setting approach to the disability duties, ensuring that accessibility considerations are embedded within leadership decision-making, curriculum planning, estate development and wider school improvement processes.

The School recognises that disabilities and needs are diverse and that reasonable adjustments are often individual and responsive. Therefore, alongside planned actions, the School retains the flexibility to respond promptly to emerging needs.

The School recognises its anticipatory duty under the Equality Act 2010 and therefore seeks, wherever reasonably practicable, to identify and remove potential barriers in advance rather than solely responding to individual need as it arises.

Responsibility and Oversight

The Chief Operating Officer (COO) has overall operational responsibility for implementation of the Accessibility Plan, working closely with the Head, SENCO, Estate & Facilities Manager and Estate & Buildings Governors.

Personal Emergency Evacuation Plans (PEEPs) are overseen and coordinated by the Designated Safeguarding Lead (DSL), in liaison with the COO and relevant staff, to ensure safe and appropriate arrangements for pupils, staff and visitors.

Progress against the Accessibility Plan is reviewed annually and reported to the Board of Governors.

The Board of Governors undertakes an annual review of how effectively the School is meeting its disability duties under the Equality Act 2010. Oversight of accessibility and equality responsibilities forms part of the Board's wider strategic governance, risk management and school improvement functions.

Monitoring and Review

The effectiveness of the Accessibility Plan is monitored through:

- Annual review of planned actions and completion status
- Estate & Building Governor's meetings and reports
- Consideration of the School's compliance with its disability duties as part of the annual review cycle and ongoing strategic planning processes.
- Feedback from pupils, parents and staff
- Review of individual Pupil Profiles and support plans
- Consideration of legislative or regulatory updates

The Plan is updated annually as part of the St Catherine's School review cycle and remains a live document. The plan is published for parents on the St Catherine's School website.

Accessibility Action Plan (Jan 2026 – Feb 2029)

A - Improving the Physical Environment

This section of the Accessibility Action Plan focuses on improving physical access across the School's multi-building site. Actions reflect the School's commitment to making reasonable and practicable adjustments in response to identified needs, while recognising the constraints of existing buildings and the importance of long-term planning. Progress is reviewed regularly by senior leaders and reported to governors as part of ongoing oversight.

Priority	Action	Lead	Timescale	Impact / Review
Short term	Review and update all Personal Emergency Evacuation Plans (PEEPs) for identified pupils, staff, and regular visitors, ensuring plans reflect fire safety duties, current room allocations, multiple buildings, and changes in site layout	DSL / SENCO	Ongoing	Ensures safe evacuation arrangements for individuals with mobility or sensory needs across a multi-building site; reviewed following changes to need, staffing, or room use
Short term	Maintain access to quiet, low-stimulation spaces, including the Chapel, Health Centre and library ensuring availability and appropriate use across the School day	SENCO / Health Centre	Ongoing	Supports pupils who may require reduced sensory stimulation or emotional regulation support; provision reviewed termly
Short term	Fit mirrors to top section of corridor walls at junction points to enable better visibility and assist those who may have sensory impairments (Sight, hearing)	COO/Estates	Ongoing	Supports pupils and staff who may have a sensory impairment and find it difficult to see and hear approaching people in busy corridors Aim to have in place for 26/27 academic year
Medium term	Improve ramped access to the Pre-Prep entrance to enable independent access, including consideration of gradient, handrails, door access, and approach routes	COO / Estates	As funding allows	Improves independent access for pupils and parents with mobility needs
Medium term	Regrade and level area outside the West block where there is a mixture of surfaces – tarmac and paving slabs	COO / Estates	As funding allows	Partially resolved through the installation of sleepers and a raised bed to provide a clear walkway and delineation between rough tarmac area and slabs. Replace with resin.

Priority	Action	Lead	Timescale	Impact / Review
Long term	Continue to ensure the availability of designated accessible parking spaces at both the Prep and Senior School sites, including those adjacent to the Health Centre entrance and Sixth Form areas. Regularly monitor these locations to ensure they remain clearly marked, well lit, free from obstruction, and available to pupils, staff and visitors who require them. Ensure line managers are aware that accessible parking may form part of a reasonable adjustment for employees.	Estates	Ongoing	Annual review of accessibility and usage arrangements
Short term	Continue to ensure that accessible toilet and changing facilities are appropriate, well maintained and sufficient to meet the needs of pupils, staff and visitors. Ensure suitable provision is available and that appropriate pupil, staff and visitor facilities are maintained where required.	Estates	Ongoing	Facilities remain accessible, compliant and appropriate for users' needs
Medium term	Monitor the three passenger lifts across the site to ensure they remain operational, accessible and known to those who require them. Ensure use is managed appropriately and prioritised for individuals with mobility needs. Consider lift provision within any future building projects and developments.	Estates	Ongoing	Improved access to all areas of the site for pupils, staff and visitors with mobility needs.
Medium term	Assess classrooms, where required, to ensure suitability for individuals with hearing impairments. Consider the provision of induction loop systems and other reasonable adjustments. Where appropriate, explore environmental improvements such as double glazing, acoustic treatment, soft furnishings and suitable floor coverings to reduce background noise and improve accessibility.	Inclusive Learning Lead / Estates	Ongoing	Enhanced access to teaching and learning for individuals with hearing impairments.

Priority	Action	Lead	Timescale	Impact / Review
Long term	Where classroom refurbishment or new building projects are undertaken, consider incorporating wider door openings, automatic doors or other access solutions that improve accessibility for wheelchair users and individuals with mobility needs.	Estates	Ongoing	Improved physical access to classrooms and learning spaces.
Medium term	Continue upgrade of lighting across the site, prioritising high-traffic areas and learning spaces	COO / Estates	Ongoing	Enhances visibility, safety, and accessibility across multiple buildings and levels.
Medium term	Review and consider pupil, visitor, pupil and staff experience of navigating the site and make easier through reconfiguration of reception areas, way faring signage, main access points into the site, consistent directional signs and notices and parking.	COO / Estates / Heads	Ongoing	Enhances visibility, security, safety, and accessibility across whole site.
Long term	Ensure accessibility is embedded within all future building projects and master planning, taking account of the School's multi-building site and lift provision, and informed by consultation with the SENCO and estates team. The preparation of the 2027–2030 Accessibility Plan will draw upon the CDC Accessibility Planning Handbook to ensure alignment with current national guidance and whole-school improvement principles.	COO / Estate & Facilities Manager	Ongoing	Accessibility is considered at the design stage for all developments and reviewed through project planning

B – Increasing Participation in the Curriculum

The School recognises that increasing participation in the curriculum is not solely concerned with physical access, but with ensuring that disabled pupils are not placed at a substantial disadvantage and are able to achieve equitable educational and wider outcomes. Curriculum planning, assessment practice and co-curricular provision are therefore reviewed with regard to the School's duties under the Equality Act 2010.

Priority	Action	Lead	Timescale	Impact / Review
Short term	Ensure timely sharing of SEND and medical information for new pupils.	Registrar / Medical Centre	On admission	Enables early identification and support
Short term	Convene staff meetings where new or changing needs are identified.	SENCO / Medical Centre	As required	Ensures consistent and informed support
Short term	Review Schemes of work, digital content and classroom materials to ensure they reflect diverse needs.	Academic Leads	Ongoing	Ensures the curriculum does not unintentionally disadvantage pupils with SEND or protected characteristics
Short term	Use baseline data, early assessments and teacher observations to flag pupils in need of timely intervention.	Academic Leads	Ongoing	Early intervention supports progress
Medium term	Use digital platforms to support accessibility.	Academic Leads	Ongoing	Supports pupils with visual or processing difficulties
Medium term	Ensure inclusive planning for trips, visits and residentials in line with the School's Risk Assessment Policy.	Educational Visits Lead	As required	Enables safe and equitable participation
Medium term	Provide staff training linked to identified pupil needs and adaptive teaching practices.	SLT / SENCO	As required	Builds staff confidence and competence
Long term	Maintain readiness to provide alternative formats (audio, large print, assistive tech such as speech-to text).	SENCO	As required	Ensures equitable access to learning

Priority	Action	Lead	Timescale	Impact / Review
Long term	Expand parental engagement by providing SEND specific parent workshops e.g. supporting dyslexia at home.	SENCO	As required	Ensures family partnership with school

C - Improving the Delivery of Information

Priority	Action	Lead	Timescale	Impact / Review
Short term	Provide information in alternative formats on request and within a reasonable timeframe.	Admissions	As required	Supports pupils and parents with sensory needs
Short term	Continue INSET training to improve communication with pupils with SEND, adaptive teaching practices, and understanding of reasonable adjustments, discrimination arising from disability, and the School's anticipatory duties under the Equality Act 2010. Provide and encourage continuous professional development through Educare, staff attendance at conferences and specialist training providers.	SENCO / SLT	Ongoing	Improves classroom accessibility
Medium term	Use digital communication platforms to improve access to information.	IT	Ongoing	Enhances accessibility for parents and pupils
Long term	Share best practice through professional networks.	SLT	Ongoing	Keeps practice current and informed

Date	Details of revisions and updates to the accessibility plan	Reviewer
	(Revisions to this accessibility plan are reported to governors via Estates and Buildings committee and form part of the school's compliance documentation).	
Sep22	Reviewed and amended the language used in the policy. Disabled toilets changed to 'accessible toilets'. Disabled people become people with SEND (acronym for Special Educational Needs and Disability) The change in language covers a broader range of people and uses the current terminology.	C Stoneham & L Ryan
Sep 22	Reference to DRPC committee removed as in practice the relevant staffing group convenes much more frequently and in response to need. Many actions don't need to wait for a committee to intervene and can take place as soon as needed if it is a reasonable requirement.	C Stoneham & L Ryan
Sep 22	Updated the policy to reflect changes made to the buildings.	C Stoneham
Sep 22	Updated policy to include relevant legislation and codes of practice.	C Stoneham & L Ryan
Sep 22	Removed detail about specific responses of the School and potential impediments to change as each situation is accessed case by case at the time of requirement.	C Stoneham
August 2023	Refurbished the Health Centre including provision of ensuite bathroom and ramp to triage room in the Health Centre.	C Stoneham
August 2024	99% of the School site upgraded to LED lights and additional lighting added to outside space for extra visibility 2025.	E Clarke
May 2025	Review and tidy and update of appendices.	E Clarke
August 2025	Dining room refurbishment including improved entrance with guard rails, access control and acoustic panels on ceiling to reduce noise	C Stoneham
Oct 2025	Proper delineated pedestrian walkway and zebra crossing on the road outside the Dining Room.	C Stoneham
Oct 2025	Ground refurb of the area including installation of sleepers and a raised bed to provide a clear walkway and delineation between rough tarmac area and slabs.	C Stoneham
Oct 2025	Zebra crossing / pathway lights along foot path leading to prep improving the lighting and visibility.	C Stoneham
Dec 2025	Improved access directly from corridor to room 10 of school blook with handrail and step installed.	C Stoneham
Feb 2026	Separated the Accessibility Plan from the SEND Policy to better enable regular update and review including quarterly Estates Governing body review.	C Stoneham & M Riddy

This Accessibility Plan fulfils the statutory Accessibility Plan requirement under the Equality Act 2010 and should be read in conjunction with the main SEND and Inclusive Learning Policy. It forms part of the school's statutory compliance framework.