



Accessibility Plan 2026

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
 2. St Nicholas Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain 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 physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
 5. Attached are Actions, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
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6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
 7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School website and Mission Statement
 - Teaching and Learning File
 8. The Action Plan for physical accessibility relates to the Access Audit of the School It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
 9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
 10. The Plan will be monitored through the relevant Committees of the Governors.
 11. The school will work in partnership with the local education authority Diocese of Leeds in developing and implementing this plan.
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External area: approach from public transport to school entrance gates				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Y	New signage added 2022	Some loose slabs identified during walk round – to be fixed over Easter 2025
	Are there separate entrances for cars and pedestrians?	Y	Electronic gates, buzzed access and new fence 2023 have created a safer entrance	
	Is the route wide enough, and free of kerbs?	Y		

Schedule 2: Car Parking				
	External area:			
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Are accessible car parking bays signposted from the car park entrance?	Y	New clearly marked disabled parking nearest path in staff carpark and disabled parking/access available through church carpark	
	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y		
	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y	Markings re done August2023	

Schedule 3: External Ramps and Steps				
External area: school grounds				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	Y		
	If no permanent ramp is provided, can a portable ramp be made available?	N/A		

	Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	N	We also have level access if needed	
Schedule 4: Main Entrance, lobby and Reception Areas				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y	Clear signage inside and outside grounds New signage to external side of fence for entrance clarity	
	Can people on each side of the door, either seated or standing, see each other?	Y	We have cameras	
	If fitted, are door control systems fitted at heights suitable for all users?	Y	Some are- though the front door is very heavy, staff available to assist	If replacing front door consider this.

	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	N	New signage makes access clearer 2022. First external door is wide enough for access but would be difficult to open without assistance.	If replacing front door consider this.
	Does the door pressure allow ease of access for all users?	N	The door is heavy to open	Address when a new door is needed
	Are thresholds flush and level, and mat wells firmly fixed?	Y		
	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	N	This is a double door and wider than 800mm when open	

	If fitted , does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Y	There is room for a wheelchair, Inner door opens into the building .	
	Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	Y	Leaflet stand is fitted at low level, due to internal level differences the office window is also low with makes vision easier	Signage to be reviewed
	Have front line staff (reception) had access awareness/ equality training?	N		Consider training as appropriate
Schedule 5: Corridors, horizontal movement and activity spaces				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Recommendations
		Y/N		

	Are corridors a minimum width 800mm	Y		
	Do any windows (natural light), or artificial light provide glare or silhouettes?	N	Blinds fitted to all external windows to stop glare if necessary.	
	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	Y	Loop is portable but has not been used for a long time.	Check use of Loop
	Are suitable signs provided, from both standing and seated positions, where necessary?	Y		Always kept under review
	Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y	Checked regularly	New stands in upper KS2 for extinguishers purchased 2022

Schedule 6 - Doors				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Is the door/s necessary, can it/they be removed?	n/a		
	Can fire doors be held open on magnetic devices (corridors)?	Y/N	Only one set of magnet doors on entrance to small hall – release when alarm sounds. All other Internal doors are all traditional wood/glass panelled push/pull	External fire doors hold open when pushed.
	Are doors well contrasted from their surroundings?	Y		
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y		
	Can people on each side of the door, either seated or standing, see each other?	Y	All doors have viewing panels	

	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y		
	If double doors, does one leaf allow 800mm clear opening width?	N		Any new door fitted will.
Schedule 7 - Vertical movement, internal level change (ramps,steps)				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	N/A		

	Are surfaces slip resistant, with kerbs at the edges?		Mixture of floor surfaces- parquet, lino and carpet	Floors need to be checked for spills/hazards etc regularly
	If no permanent ramp is provided, can a portable ramp be made available?	N	This would be very difficult due to the size of corridor the steps are on..	
	Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	Y		
	Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Y-but no tactile warnings		Add tactile warnings
Schedule 8 - Vertical movement, stairs				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		

	Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Y		
	Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y		
	Are there suitable landings provided at intermediate levels on stairs?	GENERALLY NOT APP.		
	Is suitable visual and tactile information fitted at each floor level?	Visual Y TACTILE-N		Fit tactile info when possible
	Is there suitable lighting?	Y		
WC Provision Generally				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Recommendations
		Y/N		

	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Y			Hygiene suite fitted 2018
	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y		The ground floor is on different levels and the hygiene suite is down 3 steps from the level of the entrance.	
	Are the floors slip resistant?	Y			
	Are fittings easily distinguished from their background?	Y			
	Are compartment doors controls easily gripped and operated?	Y			
	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	Y			
Accessible WC Provision					
	Question	Provision Made?	Comments/Site Notes		Recommendations

Room No Identified on CAD Drawing		Y/N		
	Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Y		Hygiene suite added 2018
	Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y		
	Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y		
	Are floor finishes slip resistant?	Y		
	Are management procedures in position to maintain viability of facility	Y		

	Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Y		
Changing/Shower Facilities				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Are there changing facilities?	Y		
	Is a shower compartment provided which is suitable for use by people with disabilities?	Y		
	Is the height of the shower head variable?	Y		
	Have a tip-up seat and suitable handrails been provided?	N		
	Is there a dressing cubicle and does it comply with required size and layout?	Y	This is all part of the hygiene suite	
	Are lockers easily reached and operated?	N/A		

	Are all fittings readily distinguishable from their background?	Y		
	Does the floor have a slip resistant finish?	Y		
Fixtures and Fittings				
	School No:		School Name:	
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Are there reception counters, services desks or serveries?	Y		
	Is provision made for wheelchair users (both sides) and are induction loops fitted?	N	Portable loop	
	Is glare or silhouetting avoided at these counters (design and positioning)?	Y		
	Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	N	There is space for a wheel chair	

	Do tables allow for wheelchair access?	Y		
	If provided, are telephones fixed at a height that allows easy access by wheelchair users?	N/A		
	Are telephones equipped with induction couplers for hearing aid users?	N		
	Is a text phone available?	N		
	Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	N		
	If the school is fitted with fluorescent lighting only is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	N		
	Is the environment free of unnecessary noise e.g. heating units?	Y		

	Are induction loops fitted wherever information is given or meetings are being held?	Y		
	Are tea, coffee facilities and vending machines accessible and usable by all?	N – not independently	Though the surface heights are standard	
	Does the floor have a slip resistant finish?	Y when lino		
Means of Escape				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Recommendations
		Y/N		
	Is there an audible alarm system?	Y		
	Is the audible fire alarm supplemented by a flashing light system?	N		On renewal add flashing light
	Are ground floor exit routes as accessible as the main entrance routes?	Y	Though the ground floor is on a number of levels.	
	Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y		Ground floor has many safe evacuation routes, upstairs does not.

	If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?	Y	Every downstairs space has easy access to a fire exit.	
	Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	N/A		
Building Management				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		

	Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y		
	Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y		
	Is door ironmongery regularly maintained?	Y		
	Are lifts, platforms and stairlifts regularly serviced ?	N/A		
	Are accessible WC's kept clear and not used for storage?	Y		
	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y		
	Do you consider tonal and colour contrast before a redecoration scheme?	Y		

	Do new signs integrate effectively with current signage?	Y		
	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y		
	Are induction loops and infra red systems clearly signed and checked regularly?	Y	PORTABLE LOOP Put annual check in place	
	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y		
	Is there a fire escape strategy for visitors who may require assistance?	Y as needed		
	Is there a personal egress plan prepared for any member of staff who may require assistance?	N/A		
	When temporary facilities/displays are installed are disabled pupils/ visitors considered?	Y		

Curriculum

source: DfES/o462/2002:Identifying Barriers to Access, Section 3- How does your school deliver the curriculum?

Room No Identified- on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Recommendations
		Y/N		
	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y	As it arises	
	Are your classrooms optimally organised for disabled pupils?	N/A		
	Do lessons provide opportunities for all pupils to achieve?	Y		
	Are lessons responsive to pupil diversity?	Y		
	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y		
	Are all pupils encouraged to take part in music, drama and physical activities?	Y		
	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	N/A		

	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	N/A		
	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	N/A		
	Do you provide access to computer technology appropriate for students with disabilities?	N/A		
	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y		
	Are there high expectations of all pupils?	Y		
	Do staff seek to remove all barriers to learning and participation?	Y		

Materials in other Formats				
How does your school deliver materials in other formats?				
Room No Identified on CAD Drawing	Question	Provision Made?	Comments/Site Notes	Activity
		Y/N		
	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Y	As required	
	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y	As required	
	Do you have the facilities such as ICT to produce written information in different formats?	Y		

	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y		Yes- as required and would always update as necessary	
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Ref	Question	Recommendations	Time scales	Priority	
1	Approach to School				
2	Car Parking				
3	External Ramp and Steps				
4	Entrance / Reception	Front door difficult to open – take this into consideration when due to change it			
5	Corridors				
6	Doors				
7	Vertical Movement6	Tactile Warnings	When required	D	

8	Stairs				
9	Lifts				
10	WCs General				
11	Accessible WCs				
12	Changing and Shower facilities	Hygiene suite added	2018		£8,000
13	Bathrooms				
14	Fixtures and Fittings				
15	Kitchens				
16	Signs and Information	Reviewed	2024	A	
17	Means of Escape	Flashing ligfht system	On renewal	D	?

18	Building Management				
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Schedule 22: Action Plan B - Curriculum

School No:			School Name:	
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Ref	item	Recommendations	Time scales	Priority	Cost
	Curriculum	None at present			

Alternative formats

Ref	item	Recommendations		Priority	Cost
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			Time scales		
	Alternative formats	REVIEW FORMATS AVAILABLE ARE THEY GOOD ENOUGH KEEP UNDER REVIEW.	ASAP	A	Allocation of £500 + if necessary