



Cardinal Hume Catholic School



Accessibility Plan March 2026

To enable all students to develop as fully as possible in all aspects of their school life.



Bishop Wilkinson
Catholic Education Trust

Proud to be part of Bishop Wilkinson Catholic Education Trust



Accessibility Plan

The plans are underpinned by the following definition as described in The Equality Act (2010):

A person has a disability 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 carry out normal day-to-day duties.

Physical or mental impairments can include:

- Learning difficulties;
- Physical difficulties;
- Sensory difficulties;
- Long-term medical difficulties;
- Speech, language and communication difficulties;
- Emotional and behavioural difficulties;
- Mental health difficulties.

The school aims to:

1. Where possible increase the extent to which disabled pupils can participate in the school curriculum.
2. Where possible improve the physical environment and increase extent to which disabled pupils can take advantage of the schools facilities, resources and associated services.
3. Set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.
4. Overcome barriers to learning and improve the way disabled pupils can access information that is easily available to pupils who are not disabled.



Details of the Plan

Increase the extent to which disabled pupils can participate in the school curriculum.

- The school will assess the needs of every disabled individual and based on that assessment will take reasonable steps to avoid putting disabled pupils at a disadvantage. For example by providing ICT equipment such as a notebook for students with cerebral palsy or vision aids for students with visual impairment.
- Students will be welcomed where possible into mainstream provision.
- Where possible teachers and the SLT of the school will plan lessons in order to accommodate disabled students e.g. provide lessons on the ground floor for wheelchair users.

Improve the physical environment and increase extent to which disabled pupils can take advantage of the schools facilities, resources and associated services.

- The school will continue to improve where possible the layout of areas including all academic, sporting, play and social facilities; classrooms, assembly hall, canteen, library, sports hall, playgrounds and common rooms in order to allow access for all pupils.
- The school will continue to maintain and improve where possible access to from or past doorways, steps and stairs, toilet facilities, showers as well as pathways/routes (that are logical and well signed) and parking for all users but particularly wheelchair users.
- Where possible the school will improve lighting, non-visual guides and décor or signage in order to assist disabled pupils in and around the building and site with visual impairment, autism or epilepsy.
- The school will where possible take steps to reduce background noise for hearing-impaired pupils.
- The school will (in line with its Health and Safety policy) ensure that emergency and evacuation systems are set up to inform all pupils.



Set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.

- The school will ensure that integration into mainstream classes is supported by appropriate provision for individual needs. Class teachers are informed about individual need via the Class Profiles system and are responsible for making appropriate adjustment to provision
- Where it is necessary and in the interest of the student, small group or individual work may take place outside lessons.
- Appropriate adjustments will be made to assessment to allow all students, especially disabled students, to demonstrate their learning fully. For external examinations, the appropriate Access Arrangements, approved by Examination Boards after the submission of appropriate evidence, will be in place.
- The school will continue to assess the needs and progress of all disabled students, recognizing that these may change over time and that new arrangements may be needed from time to time.

Overcoming Barriers to Learning and improve the way disabled pupils can access information that is easily available to pupils who are not disabled

- The school will provide access to ICT for pupils with disabilities and will ensure where possible alternative activities will be provided to enable disabled pupils make progress in music, physical education, science and design technology.
- The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy e.g. using visual and written materials in different formats including large print, symbol text and Braille.
- Where possible extra opportunities will be provided for students learning English as an additional language to speak and write in their first language.
- The school will ensure where possible that all pupils have access to key stage 3 strategies.
- The school will continue to improve the delivery of materials and formats in order to assist pupils with learning impairments ensuring that where needed the full range of support services provided by the LEA are utilised when needed.
- Student behaviour will be managed in order to encourage students to value and respect each other while encouraging and teaching independent working skills.



March 2026

Review and update to follow, in line with BW CET common policies.

Cardinal Hume Catholic School
Old Durham Road Gateshead NE9 6RZ
Tel: 0191 487 7638
Email: info@chs.bwcet.com
www.cardinalhume.com