ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2023 - 2026

"At St Bernadette's Catholic School, you will find us caring, hardworking and cooperative. We follow the ways of Jesus, using our talents and gifts to make our school special. We show respect to all and welcome you."

Date adopted:	19/05/2023
Date of next review:	19/05/2026
SLT Lead:	A Hulse
Statutory requirement:	Yes

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) To increase the extent to which disabled pupils can participate in the school's curriculum.

b) To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

c) To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled pupils are fully involved in school life and are making at least expected progress.

2.4 To identify barriers to participation and find practical solutions to overcome these.

2.5 To work collaboratively with disabled pupils and their parents/carers to create appropriate provisions, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)
"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)
A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:
- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled pupils can participate in the school's curriculum

4.2 Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the pupil and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed 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.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:
- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools, such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.
- c) Listening to pupils' and parents'/carers' views and taking them into account in all aspects of school life.

d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
i) Specific target setting and monitoring to ensure all pupils with SEND make at least expected progress and accelerated progress in intervention groups.
j) Ready access for parents to staff, with partnerships supported by planned, structured conversations and ongoing home-school liaison.
k) A structured and dedicated transition programme for vulnerable pupils
l) Specialist advice and guidance to support transition
m) Multi-agency support coordinated by the school's Inclusion teams in each year group.
n) Training for all staff from specialist autism provision staff on teaching and learning strategies for pupils with autism.

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

a) Create an inspiring curriculum model which meets the needs of all pupils.
b) Develop a high-quality curriculum for lower ability pupils.
c) Develop a more complex curriculum model.
d) Conduct annual curriculum reviews.
e) Reorganise non-classroom-based support staff to ensure an effective context for continuing professional development.
f) Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

b) The school environment already incorporates many features to ensure accessibility to pupils with disabilities.

4.6 These include:

a) Any ramps
b) A specialist SEND area, with small, quiet and calm learning spaces
c) Any disabled toilets
d) Features that improve acoustics
e) Customised furniture and/or equipment
f) Specialist resources, including digital technologies
g) Guiding in emergency evacuation.

h)   Any automatic doors

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

c) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

4.10 Teachers and TLAs consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:
a)   Differentiated resources with particular attention to reading age, plain English, images and layout.
b)   Laptops and other digital technologies.
c)   Coloured overlays for text.
d)   Tactile resources.
e)   Readers and/or scribes in exams, where appropriate

Further development

4.12   The following opportunities to improve further will be explored:
a)   Opportunities provided by digital technologies.
b)   Regular clear and relevant information to parents in home language if required.

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current pupils' needs are covered by this plan
and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled pupils and parents will feed into the review.

Action Plan

Audit Ref	Audit Item	Suggested Actions	Target date for completion	Ownership of Task	Date Completed
10.2.1	Access via Public Transport	Add a link to Google Maps on the website to assist with route planning.	2023	ICT Operations Manager	
10.2.2	Disabled Parking	Mark out an accessible car park bay as close as possible to the main school entrance and install a drop-kerb for wheelchair access.	2026	Site Manager	Drop-kerb installed.
10.2.3	Security Gates and Barriers	Provide signage next to the intercom. For example:	2026	Site Manager	

10.2.5	Reception Facilities	Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example: Provide a seat with high back and arms. For example: 	2026	Site Manager	
10.2.6	External Areas	Handrails to be added to external ramps. Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re-paint at the first sign of wear.	2026	Site Manager	

10.2.7	Emergency Evacuation	Ensure certain staff members are trained in helping mobility- impaired people evacuate.	Ongoing.	SENCO	
10.2.9	Internal movement – Stairs and Lifts	Sloping hallway to have handrails installed on both sides.	2026	Site Manager	
10.2.10	Accessible Toilets	Check that the toilet has a mirror, shelves and coat hook all available at an accessible height.	2024	Site Manager	
10.2.13	Internal Signage	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example: Ensure floor plan maps are printed and displayed around the school site.	Ongoing – as signs change	Site Manager	
10.2.18	Doors	Adjust any noisy doors closures. Handles which do not contrast in colour to the door should either be changed or painted to a different colour. For example:	2024	Site Manager	