

# Accessibility Plan

## St. Bernadette's Catholic Primary School



<b>Approved by:</b>	Governing Body	<b>Date:</b> Spring Term 2025
<b>Last reviewed on:</b>	Spring Term 2025	
<b>Next review due by:</b>	Spring Term 2028	

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

**“Growing Together in Faith, Love and Learning” is our mission statement.**

On their journey through our school, children will GROW TOGETHER, supported by a school community, to strengthen their FAITH; LOVE one another and LEARN to achieve excellence in everything they do.

We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God’s image. We will build a prayerful community who support each other on our Faith Journey by preparing for and sharing the Sacraments together.

*We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.*

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world’s sustainable future.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Wigan Council states that, "*The council values a diverse workforce which reflects the communities it serves. We believe in treating all employees fairly and equally as individuals, whilst valuing and encouraging diversity..... We want to make Wigan a cohesive, multi-cultural society in which all differences are valued and celebrated. To achieve this we have committed ourselves to the principles of fairness and the valuing of diversity for everyone who lives, works, studies, invests or visits Wigan.*"

If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

**Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.**

<b>AIM</b>	<b>CURRENT GOOD PRACTICE</b> Include established practice, and practice under development	<b>OBJECTIVES</b> State short, medium and long-term objectives	<b>ACTIONS TO BE TAKEN</b>	<b>PERSON RESPONSIBLE</b>	<b>DATE TO COMPLETE ACTIONS BY</b>	<b>SUCCESS CRITERIA</b>
<p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> <li>• Our school offers quality first teaching and an adaptive curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability using B-Squared</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Separate/longer parents' meeting for those children with SEND</li> <li>• SENCO/SLT and non-teaching/teaching access training from TESS and other agencies.</li> <li>• We work closely with external agencies – e.g SALT/OT/EP service</li> <li>• Intervention timetables per class</li> <li>• Individual plans, one-page profiles and EHCP plans for children on SEN register – include parent's and child's voice termly.</li> </ul>	<p>Increase children and staff empathic understanding and knowledge of how children with disabilities can access the curriculum.</p>	<p>Make links with Specialist Sensory Education Team (SSET) to adapt provision from advice.</p> <p>Staff receive training for impaired children – specialist advice.</p> <p>Parents to receive training e.g. MHST / Trauma informed.</p> <p>Monitoring and assessment of accessibility is carried out.</p> <p>Audit resources - Do the curriculum and resources include examples of people with disabilities?</p> <p>Liaise with parents and other agencies e.g. to improve access and well-being of children and wider family.</p> <p>Monitor and engage families in the early help process if applicable</p> <p>Awareness assemblies / workshops for whole school.</p> <p>Awareness and education of protected characteristics in-built into our curriculum.</p> <p>Gain Pupil Voice / wide stakeholder advice – parents and governors.</p>	<p>SENCO</p> <p>SLT</p> <p>Classteachers</p> <p>Non-teaching staff</p> <p>Governors</p>	<p>Reviewed at least on an annual basis.</p>	<p>Evidence of positive interactions between pupils with disabilities, their peers, and staff.</p> <p>Children are happy and confident in school.</p> <p>Pupils with disabilities are actively participating in lessons and extracurricular activities comparable to their peers.</p> <p>Staff use QFT and adaptive teaching strategies</p> <p>Pupils with disabilities demonstrate measurable academic progress aligned with their learning goals.</p> <p>Strong on-going relationship between school and SSET.</p>

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Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• All on one level</li> <li>• Ramp to main school</li> <li>• Doors wide enough</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelving at wheelchair-accessible height</li> <li>• Quiet spaces and sensory room</li> <li>• Increase in chrome books/ipads as supportive technology</li> </ul>	To audit physical environment.	Periodically assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.	<p>Governing Board</p> <p>Headteacher</p>	Reviewed at least on an annual basis.	The environment is adapted to the needs of pupils and adults.
Improve the delivery of information to pupils and adults with a disability.	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Electronic so it can be enlarged/downloaded on to tablets etc.</li> <li>• Large print/electronic resources</li> <li>• Fortnight newsletter, website, Parent APP, weekly message reminders, emails, school Facebook/Instagram page, face to face meetings, phone calls.</li> <li>• Regular parent workshops</li> </ul>	Ensure internal signage and communication is suitable for people with a disability.	<p>Audit signage around the school.</p> <p>Is there adequate lighting in all areas?</p> <p>Is information provided in large print, Braille, etc.?</p> <p>Increase appropriate signage around the school.</p> <p>All children increasing 'sign along'.</p> <p>Are there ways our communication can be improved?</p>	<p>Governing Board</p> <p>Headteacher</p>	Reviewed at least on an annual basis.	Signage and communication will support children/visitors to engage fully with St Bernadette's.



#### **4. Monitoring arrangements**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Governing Board.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy