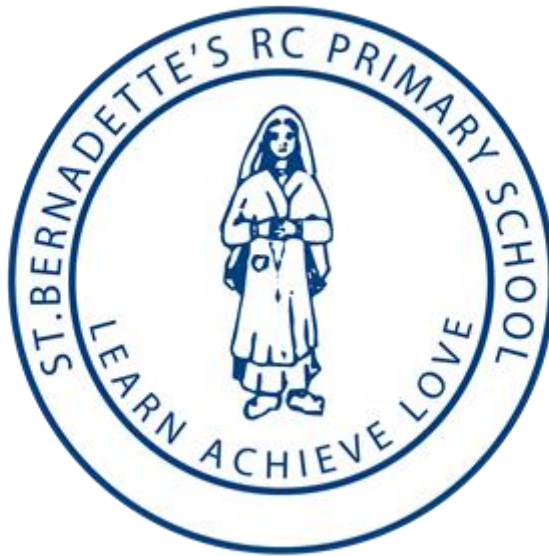


# **St. Bernadette's RC**

## **Primary School**



## **Accessibility Policy**

**Reviewed – September 2024**

**Review – September 2027**

## St Bernadette's RC Primary School

### Accessibility Plan – 2024-2027

#### Statement:

Jesus Christ is very important in our school. He is at the heart of everything we do. Our school is part of the mission of the church - making Jesus known and loved. We try hard to live as Jesus wants us to, so that together we grow in faith, loving each other and loving God. We do all of these things because we want to keep Jesus among us every day at St. Bernadette's.

It states clearly in our Motto that **“Together we Learn, Together we Achieve, Together we Grow in God's Love”** and that as followers of Jesus, we treat other people as we would like to be treated.

We must always remember to try to imitate Christ's example and in this case, remember that it was to some of the most vulnerable in society that Christ Himself reached out to.

In addition, under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- **He or she has a physical or mental impairment, and**
- **The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.**

The Accessibility Plan is listed as a **statutory document** of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Bernadette's R.C. Primary School the Plan will be monitored by the head teacher and evaluated by the Finance, Staffing & Resources subcommittee.

At this school, we are committed to working together to provide a loving, welcoming, safe and inspirational learning environment where all children can develop an enthusiasm for life-long learning and can develop in every way, in their learning as well as socially, emotionally, physically and spiritually. We believe that children should feel loved, happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

St Bernadette's RC Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Outside agencies and specialists have also been

consulted. The document will be used to advise our school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Policy and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and, in particular, Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. This is something OFSTED and Diocesan Inspectors will understandably monitor also.

We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the school.

Our plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Monitor and continuously improve the access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are as equally prepared for life, to comply with the Equalities Act 2010. **This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools' visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils** in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist support or facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.
- Provide whole school training and to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- The Accessibility Plan is published on the school website.
- The Accessibility Plan will be monitored through the Governor Finance, Staffing & Resources Committee
- The school will work in partnership with the Local Authority & the Salford Catholic Diocese in developing and implementing this Accessibility Plan.

## **The Accessibility Audit**

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## **Aims**

- To enhance access to every aspect and area of school life and school related life – inside and outside of the premises
- To enhance access to the curriculum & all learning for pupils with a disability
- To assess and improve access to the physical environment of the school

We aim to ask about any disability or health condition in early communications with new parents to the school. For parents and carers of children already at the school, we collect information on disability and medical conditions as part of an annual data update and on regular basis through personal contact.

We aim for all disabled pupils to participate in all curricular and extra-curricular activities. By way of but some examples of good practice:

- Pupils with physical impairment are supported during lunch and break times,
- Facilities for walking aids and support chairs are available in the church

- Publications are undertaken electronically for modification of font and letter size
- After-school clubs are open for all pupils,
- Risk assessment and thorough planning before all school trips for pupils with medical needs and conditions are undertaken
- All physical areas of school are accessible to disabled pupils and/or parents/carers.

We aim to differentiate the curriculum for it to be accessible, enjoyable and valuable to all pupils, including those with visual or hearing impairment, physical disability, learning difficulties, social communication/ interaction difficulties, etc.

We plan administration of medicines for pupils with long term illness, the provision of personal care and other practical support.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Where English has not been a spoken language, the school has obtained both translations and support interpreters

### **Access Audit**

The school is a single storey building with wide corridors and several access points from outside. On-site car parking is for staff only, but two dedicated disabled parking facilities are provided for parents and visitors in the closest adjacent places to the school entrance. All entrances to the school are flat and have wide doors fitted. The main entrance features a secure door, and the office area has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is a disabled toilet/shower facility for both visitors and children and a hoist should it be needed. The school has internal emergency signage and escape routes are clearly marked. Personal Emergency Evacuation Plans are in place for any child or adult in the school with a disability or relevant support needs.

### **Review:**

The plan now and in the future will be reviewed and modified or adjusted in response to any new advice, situations or legislation occurs. We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese. The plan will otherwise be reviewed on a 3-year cycle, the next one occurring Autumn term 2027.

### Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

#### Curriculum & Learning:

	Target?	How is it achieved?	When?	Who?	Success Criteria
Short Term	To liaise with Nursery providers to review potential intake for Sept 2025	To identify pupils who may need additional to or different from provision for Sept 2022 Intake	July 2024 (annually in July)	EYFS teacher SENDSCO	Procedures/equipment / support in place by Sept 2025.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SENDSCO All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	All teachers and support staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, medical issues and impairments.	To ensure collaboration between all key personnel  To ensure all staff are made aware of our duty of care under the regulations	Ongoing	HT SENDSCO  All teachers and support staff Outside agencies	Clear collaborative working approach  All staff well informed and compliant
	To ensure full access to the curriculum for all pupils	To risk assess and plan for educational trips and visits to ensure full engagement	Ongoing	Teachers	Advice taken and strategies evident in

		<p>and inclusion for any person with a disability</p> <p>To provide Specialist teacher support; CPD for staff and Specialist Support Staff support in response to any identified need</p> <p>To provide a differentiated curriculum with appropriate challenge</p> <p>To ensure assessment of learning is correctly and properly undertaken</p> <p>To make full use of and improve upon ICT accessibility and equipment to support children (and adults providing for them)</p> <p>To evaluate immediate needs not being met and to predict future needs now</p>		<p>SENDCO</p> <p>Other agencies and professionals</p>	<p>classroom practice.</p> <p>All SEND pupils supported and accessing curriculum, making good progress.</p> <p>All children have the correct and necessary tools and equipment to fully engage equally in school life</p>
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	Target?	How is it achieved?	When?	Who?	Success Criteria
Medium Term	To finely review attainment of all the SEND pupils.	<p>Pupil Centred Planning meetings with the pupil, parent/carer, SENCO and Class teacher (linked to Pupil Progress and needs)</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	<p>Class teachers</p> <p>SENDCO</p> <p>Parents/Carers</p>	<p>Good progress by all SEND pupils</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of More Able pupils	<p>Exciting, challenging curriculum, access to Mastery &amp; beyond age-related expectation with appropriate challenge for more able pupils</p>	Ongoing Annually	<p>Assessment leader</p> <p>Class teachers</p>	<p>More Able pupils making accelerated progress.</p>
	To promote the	Within the Curriculum, the school aims to	Ongoing	Whole school	Variety of learning

	involvement of SEND pupils in classroom discussions/activities To take account of variety of learning styles when teaching	provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>▪ Visual aids</li> <li>▪ Laptop/iPad</li> <li>• Specific specialist equipment as identified</li> <li>▪ Suitably differentiated tasks &amp; challenge to enable disabled pupils to participate successfully in lessons</li> <li>▪ Creating positive self-worth and self-image within the school so that pupils grow into adults who have some understanding and empathy with the needs of disabled people.</li> </ul>		approach	styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all SEND pupils, parents and staff are represented within the school.
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long Term	To evaluate and review the above short- and long-term targets annually	See above	Annually	SENDCO SLT Governors	All children making good or accelerated progress.
	To identify needs beyond the affordability of school budget share and to target additional external funding for necessary adaptations	To develop a credible Buildings and Premises Plan incorporating the needs of disabled pupils, visitors and parents in terms of how it positively impacts on their ability to access learning	Ongoing	Headteacher SENDCO Governor	Plans in Place to improve access and all facilities and resources



**Access & Physical Environment:**

Our aim is to continuously improve the entire internal and external physical environment of the school building to make it safe, accessible and stimulating for all pupils and parents/carers, including those with a disability.

Short Term	Target?	How is it achieved?	When?	Who?	Success Criteria
	Improve physical environment of the school	Ensure that any existing barriers are removed – e.g. obstacles in corridors, equipment.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environments for all pupils	Colourful, interactive and purposeful displays in all classrooms, corridors, reading and role play areas.	Ongoing	Teaching and non-teaching staff	Displays supporting learning – English and Maths areas and learning walls accessible to all pupils; challenging, but clear environment for all.
	Immediate consideration to colours used and how these impacts upon children	Dependent on needs, the colour of paper used on handouts and displays will be considered – knowing some, by example in the autistic spectrum or with dyslexic needs, respond and engage better in response to certain colours	Immediate and ongoing	All staff	Worksheets and displays are user friendly
	Ensuring all pupils, parents/carers and staff with	Undertake confidential evaluation of staff, parents, pupils and visitor needs to	Immediately, to be constantly	Teaching and non-teaching staff	Enabling needs to be met where

	a disability can be involved.	ascertain accessibility and make sure needs are met.	reviewed		possible.
	Ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed. To ensure all medical plans are up to date and relevant to the current needs of a child. Ensure no pupil misses school due to ongoing need for medication that can be administered by the school under policy and protocols	With immediate effect to be constantly reviewed	Head Teacher SEND CO	
	Ensure that disabled parents/carers have opportunities to be involved in their child's learning	Meeting with parents to be arranged at mutually convenient times. Wherever appropriate, arrange interpreters to communicate with deaf parents or those who speak another language Offer a telephone call to explain letters home for some parents who require this service. Ensure that access, seating and other arrangements are in place for all disabled parents/carers	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Medium Term	<b>Target?</b>	<b>How is it achieved?</b>	<b>When?</b>	<b>Who?</b>	<b>Success Criteria</b>
	Improve community links	School to continue to have strong links with schools in the St Teresa of Calcutta Catholic Academy Trust, Bury Local Authority, Disability help groups and professional organisations and the Salford Diocese. This is particularly in the context of diminishing Local Authority funding and support.	Ongoing	SLT All staff	Improved awareness of disabilities, the wider community and the world and their needs  Improved community cohesion

Long Term	<b>Target?</b>	<b>How is it achieved?</b>	<b>When?</b>	<b>Who?</b>	<b>Success Criteria</b>
	Continue to develop outdoor facilities.	Look for funding opportunities with the PTA and other sources	Ongoing	Whole school approach	Inclusive and safe outdoor play areas and garden
	Continue to assess safety of all pupils, staff and visitors ensuring	Easy release to external evacuation points in KS1 area  Monitoring of the playground doors - locked in the mornings and throughout the days – opened safely during the dropping off and picking up times.	Ongoing	Office staff Caretaker Staff members on duty Class teachers	Safe children  Parents with disabilities and equipment (push chairs) can access playground and evacuate safely in an emergency  Children with wheelchairs or walking aids can evacuate easily and also access the playground at all times like other able-bodied children
	Ensure that Abingdon Avenue and the pavement in front of the school is safe.	Posters, letter and messages to all parents/carers, traffic cones as required  Physical presence of the staff member or Police  Bikeability for Reception & Year 5 pupils  Lessons in each year group – road safety	Ongoing	Head teacher SLT Caretaker All staff	Safe pupils and parents/carers

	Improve physical environment of the school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Next School Building's Plan	Improve physical environment of the school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.
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**Completed– September 2024**

**Next Review Date – September 2027**

Signed D. Proctor Headteacher

Signed \_\_\_\_\_ Chair of Governors

**This Plan is yet to be reviewed and signed by the Governors**