



St Bernadette's Catholic Primary School

Live the Gospel and when necessary use words

Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.

Accessibility Plan

Reviewed and updated: September 2023

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Statement of intent

This plan outlines the proposals of the governing board of St. Bernadette's Catholic primary school to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan will be updated every 3 years but reviewed annually to take into account the changing needs of the schools, its pupils and building.

Planning duty 1: Curriculum

Area	What	Evidence / Responsibility	When	Outcome	Review
Learning environment for pupils with SEN must be accessible	Audit of classrooms / resources	Headteacher/ teachers/SENDSCO	On-going	Learning environment is accessible to pupils with visual impairments	
Staff members must have a good understanding of how to ensure the curriculum is accessible to all pupils	Audit of curriculum / staff questionnaire / SEN profile reviews	Headteacher/ teachers/SENDSCO	Ongoing according to need	School leaders, Governors and teaching staff are aware of the accessibility gaps in the curriculum	
All staff working in school must have up to date knowledge of current SEN needs and how best to support pupils with SEND	Audit of staff training	Headteacher/ teachers/SENDSCO	On-going	Planning of school trips takes into account pupils with SEND	
All educational visits take into account pupils with SEND and arrangements are made to ensure all equal access for all	Needs of pupils with SEND incorporated into planning process	Headteacher/ SENDSCO/EV lead	On-going	All pupils, regardless of SEN have full access to all additional opportunities including educational visits and porting activities	

Planning duty 2: Physical Environment

Area	What	Evidence / Responsibility	When	Outcome	Review
Staff members know whether the curriculum is accessible	Audit of classrooms / resources	Headteacher/ teachers/SENCO	On-going	All staff have a good understanding of individual needs and can adapt the curriculum appropriately	
Staff members have the skills to support pupils with SEND	Audit of staff training	Headteacher/ teachers/SENCO	Ongoing	Staff have a growing back of knowledge and skills to support pupils with SEND	
Pupils with SEND can access all areas of the curriculum	Audit of curriculum / staff questionnaire / SEN profile reviews	Headteacher/ teachers/SENCO	On-going	All staff have a good understanding of individual needs and can adapt the curriculum appropriately	

Planning duty 3: Information

Planning duty 3: Information

Area	What	Evidence / Responsibility	When	Outcome	Review
Staff know how school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Ongoing	School is aware of accessibility gaps to its information delivery procedures	
School ensure written information accessible	Audit of information	HT/SBM/SENDCO	Ongoing	School is aware of local services for converting written information into alternative formats	
School website is accessible to children with SEND	Audit of website	HT/SBM/SENDCO	Ongoing	Website is fully accessible	

ACCESS AUDIT

Area	Description	Actions/Comments	Responsible	Timescales	
Number of Floors	The building is all on one level and houses classrooms, offices, small group working rooms, ICT suite, toilets and a main school hall. This enables access to the whole school without any restrictions.	No actions required	Headteacher, Facilities Team, SENDCO, Governor sub-committee for Resource Management.	N/A	
Corridor access	All corridors are on a level with no obstacles to wheelchair users, double doors allow unrestricted movement	No actions required	As above	N/A	
Lifts	There are no lifts on site as all on one level	No actions required	As above	N/A	
Parking bays	There is 1 disabled car park space on site which is clearly marked. This is has easy access and extended space to one side.	Regular information regarding car park access, including restricted bays, is shared with all school stakeholders. This is monitored on a daily basis via CCTV.	Facilities Team/Admin Officer	N/A	
Entrances	On entrance double doors are open during the school day, the restricted Paxton fob door can be accessed via intercom system. Once in the building the corridor double doors are held open with restrictors linked to	Regular premises audit as part of the Facilities Team checklists.	Facilities Team	N/A	

	<p>the fire alarm system.</p> <p>All external double doors can be accessed by wheelchair users.</p> <p>Classrooms generally have a single door access to the external site, these are wide enough to allow wheelchair users.</p> <p>Pathways and access to the disabled car park are cleared and gritted during bad weather.</p>				
Ramps	There are no ramps required as all access doors are level.	N/A	As above	N/A	
Toilets	There is an accessibility toilet within the main building. This is wide access and located within the centre of the school site. The remained of toilets on site have limited access.	Consider adaptation of additional toilets in line with annual RA and needs analysis.	As above	As needed and to be included in a needs assessment	
Reception Area	The main school Reception area has high level intercom system with double doors. The main entrance door requires assistance to open.	A secondary low level button to intercom is required. An additional bell button already in place next to the intercom needs to be moved to low level	As above	Action by 7/11/22	
Internal signage	There are signs to the accessible toilet and accessible access pad located outside of the	On replacement of current signs review the need for	Headteacher, School Business Manager, Facilities Team SENDCO,	Consider as replaced	

	door.	braille to be included as standard	Governor sub-committee for Resource Management.		
Playgrounds/Outdoor learning areas	Access to playgrounds and fields are level and accessible for wheelchair users. This includes access to the wildlife garden.	Routine maintenance checks to continue to ensure this is kept to a high standard.	Facilities Team	Ongoing	
Emergency escape routes	All emergency escape routes are kept clear and free from obstacles, hold backs on doors that release on activation of the fire alarm are on the weekly facilities checklist.	Routine maintenance checks to continue to ensure this is kept to a high standard.	As above	Ongoing	