



Accessibility Plan

As the Mission statement of our school states: ***‘Our Mission is to develop the whole person in a Catholic learning community, to provide a loving Christian environment and to strive for excellence, equality, justice and fairness.’***

The School’s commitment to equality and inclusion is therefore of great importance in all we undertake. We aim to make our school community one where the learning, achievements, attitudes and the well- being of all learners matter.

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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

St Bernadette School is a community of faith and of learning. As a Catholic school it is our mission to work together to serve the needs of all the pupils in our care. The work entrusted to us is to help each pupil to recognise their dignity as a child of God and to help each one to fulfil the potential that God has given them. Our school is a place of welcome and aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

Our school's Complaints Procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3 Action plan 2019- 2021

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

Aim	Examples of current practice	Targets	Strategies	Outcomes
Improve the delivery of information to pupils with a disability	The school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	Ensure awareness of disabled pupils' and visitors' needs at Open Days and school events	<ul style="list-style-type: none"> • Awareness of the Admissions and Pastoral Team to potential issue with access to school areas • Improve availability of lift keys 	All pupils and visitors can access school information events
		Ensure that the Admissions process allows all potential candidates to be fairly reviewed	<ul style="list-style-type: none"> • Ensure SENCO is consulted • regarding all potential pupils with a disability to assess any reasonable adjustment required 	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability
		Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the	<ul style="list-style-type: none"> • Training of staff 	Staff confidence in providing appropriate teaching and support for disabled pupils
		Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils	<ul style="list-style-type: none"> • Maintain budgets and training of specialist staff 	Staff have a qualified team to consult and to help to deliver education to disabled pupils

Improve and maintain access to the physical environment	<p>The school environment includes:</p> <ul style="list-style-type: none"> • Lifts • Ramps • Disabled parking • Disabled toilets and changing facilities 	Provide access to all parts of the school building	<ul style="list-style-type: none"> • Current lifts to be regularly maintained • Ramps/adjustments to be considered and provided if required • Identified improvements to support pupils with disabilities to be actioned as appropriate • Identify and improve facilities if need arises 	Pupils with limited mobility are able to navigate around the school site safely
		Improved visibility in stairways/steps	<ul style="list-style-type: none"> • Install suitable non-slip materials • Ensure edge of steps both inside and outside are clearly visible and regularly monitored for wear 	Pupil with impaired vision are less likely to fall and confidence in moving up and down stairs/steps is increased
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • The school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are 	Provide handouts, timetables, textbooks in an easy to read, larger print or more accessible way	<ul style="list-style-type: none"> • Reprographics informed that materials are to be provided in different font size etc to support pupils 	

	<p>appropriate for pupils with additional needs.</p> <ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils. • Pupils are provided with technology to aid access to the curriculum 	<p>Ensure information in lessons/activities are clear and teacher's voice can be heard</p>	<ul style="list-style-type: none"> • Ensure visibility and sound is optimised 	<p>All pupils can see and hear lessons</p>
		<p>Increase the range of curriculum resources that include examples of people with disabilities. Ensure PSHE and assembly themes include disability and accessibility</p>	<ul style="list-style-type: none"> • Increase range of library books and learning resources including examples of disability • Annually review and update PSHE programme and assembly themes 	
		<p>Use of ICT</p>	<ul style="list-style-type: none"> • Research new technologies to support pupils with hearing or visual difficulties 	



4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

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 (SEN) information report
- Supporting pupils with medical conditions policy

APPENDIX 1 – ACCESSIBILITY AUDIT

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				