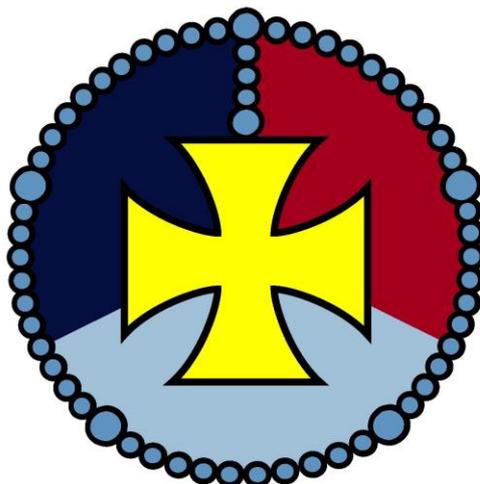


# Accessibility Plan

## St Bernadette's Catholic Primary School



Approved by: FGB

Date: October 2017

Last reviewed on:

Next review due by: October 2020

### Links with school policies

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

- Health and safety policy
- Equality information and objectives statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

# 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.

At St. Bernadette's Catholic School we are committed to ensuring equality of education and opportunity and fairness for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. Bernadette's we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

At St Bernadette's Catholic Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment. We are committed to providing an environment that enables access to the curriculum for pupils, parents, staff and visitors. We are committed to taking positive action with regard to disability and to develop a culture of inclusion, support and awareness in school.

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.

*This accessibility plan is structured to complement and support our school's Equality Objectives.*

**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 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

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"> <li>• <i>Our school offers a differentiated curriculum for all pupils.</i></li> <li>• <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></li> <li>• <i>Curriculum resources include examples of people with disabilities.</i></li> <li>• <i>Curriculum progress is tracked for all pupils, including those with a disability.</i></li> <li>• <i>Targets are set effectively and are appropriate for pupils with additional needs.</i></li> <li>• <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></li> </ul>	<b><u>Short term</u></b>				
		To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENCO	Sept/Oct 2017	Appropriate procedures/resources are in place to ensure a positive transition to school for any pupils with additional needs/disabilities
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies meet the needs of all pupils
		To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Families and engagement and involved in the life of the school and feel supported by the school in meeting their

				children's needs	
	To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from Specialist Teachers if/where necessary	Headteacher, SLT and SMT	Ongoing	All pupils are able to access the curriculum at an appropriate level for their needs
<b><u>Medium Term</u></b>					
	To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings. Liaise with other schools/nurseries/professionals where possible to ensure smooth transition to St Bernadette's	SENCo	Termly	Termly reports indicate progress for pupils with additional needs/disabilities
	To promote the involvement of disabled students in school life	To provide training for teaching and support when required  To liaise with relevant professionals to ensure provision of resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies, appropriate medical support and care	SENCo/Head teacher	Ongoing	Pupils with disabilities / additional needs are fully accessing the curriculum and additional opportunities offered by the school

		<b><u>Long Term</u></b>				
		Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body	Annually	Effective evaluations and modifications implemented
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>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Main door entry system</li> </ul>	<b><u>Short Term</u></b>				
		To improve physical environment of school environment	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. Disabled parking bay signage repainted and enforced consistently	SLT	Ongoing	<p>Additional needs are met where possible.</p> <p>Disabled parking bay is clearly signed</p>
		<b><u>Medium and Long Term</u></b>				

		Ensuring all with a disability are able to be involved in planning for their needs.	<p>Create when necessary access plans for individual disabled children as part Home School Plan process.</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</p>	Ongoing. To be constantly reviewed	Teaching and non-teaching staff SENCO	Enabling needs to be met where possible
Improve the delivery of information to pupils with a disability	<b>Our school uses a range of communication methods to ensure information is accessible</b>	<b><u>Short Term</u></b>				
		To ensure that the medical needs of all pupils are met fully within the capability of the school	To liaise with parents and external agencies, identifying training needs and establish individual protocols where needed. Implement care plans	With immediate effect To be constantly reviewed	Headteacher SLT SENCO	

		<p>To ensure disabled parents have every opportunity to be involved</p>	<p>Repaint and utilise disabled parking space</p> <p>During Home school plan meetings discuss best methods of communication with parent(s). Support and guidance to be given</p> <p>To seek guidance on appropriate methods of communication and implement to ensure information is accessible to all</p>	<p>With immediate effect to be constantly reviewed</p> <p>Ongoing/Needs driven</p>	<p>Whole school team</p> <p>SENCO</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education and in the life of the school.</p>
<b><u>Medium Term</u></b>						
		<p>To review children's records ensuring school's awareness of any disabilities</p>	<ul style="list-style-type: none"> <li>• Information collected about new children</li> <li>• Records passed up to each class teacher</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• Home School Plan meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems - children's photos displayed on medical noticeboard, in medical room and on classroom cupboard internal doors (inside cupboard door)</li> </ul>	<p>Annually Modified and adapted when necessary</p>	<p>Class teachers Outside agencies SLT Office staff</p>	<p>Each teacher/staff member aware of disabilities of children in their classes</p>

		<u>Long Term</u>				
		Continue to develop/review playgrounds and facilities	Look for funding opportunities	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Milton Keynes and the world and their needs  Improved community cohesion
		To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages and email alerts  Health and Safety audit	Ongoing	Headteacher Senco Health and Safety Officer	Improved awareness of disabilities/the wider community of Milton Keynes and the world and their needs  Improved community cohesion