

Accessibility Plan

St. Bernadette's Catholic Primary School



Approved by: Governing Body

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2022

Last reviewed on: Autumn Term 2022

**Next review due
by:** Autumn Term 2023

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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.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> • Our 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 appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Separate/longer parent’s meeting for those children with SEND • SENCO/SLT access training from TESS • SALT/OT sessions • Intervention timetables per class • Individual plans for children on SEN register 	<p>Increase children and staff empathic understanding and knowledge of how children with a visual disability can access the curriculum.</p>	<p>PE specialist teacher to have training for visually impaired children.</p> <p>Make links with Specialist Sensory Education Team (SSET) to adapt provision.</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. VICTA to improve access and well-being of children and wider family.</p> <p>Awareness assembly for school.</p> <p>Gain Pupil Voice.</p>	<p>SENCO</p> <p>Headteacher</p> <p>Classteachers</p>	<p>Summer 2023</p>	<p>Staff can adapt lessons for visually impaired children.</p> <p>Strong on-going relationship between school and SSET.</p> <p>Children are able to access the curriculum.</p> <p>Children are happy and confident in school.</p> <p>Children are reaching at least end of year expectations</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"> • All on one level • Ramp to main school • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Shelving at wheelchair-accessible height 	To audit 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.	Governing Board Headteacher	Summer 2023	The environment is adapted to the needs of pupils.
Improve the delivery of information to pupils 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"> • Electronic so it can be enlarged/downloaded on to tablets etc. • Large print/electronic resources • Fortnight newsletter, new website, Parent APP, emails, school Facebook page, face to face meetings. 	Ensure internal signage is suitable for non-readers, is clear and well situated.	<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>EYFS increasing 'sign along'.</p>	Governing Board Headteacher	Summer 2023	Signage will support children/visitors to move around the school.

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