Accessibility Plan 2026-27 – pending approval (16/11/26)

(Inc. Review of 2025-26)

St Bernadette's Catholic Primary School

Approved by: FGB		**Date:** October 2017	
Last reviewed on:	Oct 2018, Oct 2019, Nov 2020, Nov 2021, Nov 2022, October 2024 Nov 2025, Nov 2026		
Next review due by:	November 2027		

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
- Inclusion Policy , 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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At St. Bernadette's Catholic Primary 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.

This Accessibility 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 (Last updated 28 June 2018)

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. Identifying Barriers to Access Checklist

Section1: How does your school deliver the curriculum?

VI = Visual Impairment, HI = Hearing Impairment, I&I = Inclusion & Intervention

Question	In place	Notes
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	**All staff have regular and updated training.**
Are your classrooms optimally organised for disabled pupils?	√	**All classrooms are organised to meet the needs of the children in each class. Inclusion Manager called upon if advice is needed. Reasonable adjustments made where necessary.**
Do lessons provide opportunities for all pupils to achieve?	√	**This is monitored through observations, learning walks, data and book focus.**
Are lessons responsive to pupil diversity?	√	**This is monitored through observations, learning walks, data and book focus.**
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	**This is monitored through observations, learning walks, data and book focus. Teachers follow the 'Graduated Response' document from the SEND local offer.**
Are all pupils encouraged to take part in music, drama and physical activities?	√	**All pupils are encouraged to take part in a range of wider curriculum activities. Some adjustments have been made to ensure all children can take part in lessons such as PE through the use of VI equipment. E.g. Bell balls.**
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	**Adjustments are made in line with the needs of individual children. Extra time is planned in for children and staff.**
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	√	**All staff are aware of the 'Gradated Response' from the SEND local offer and how to differentiate the curriculum accordingly using these suggestions and strategies.**
Do you provide access to computer technology appropriate for students with disabilities?	√	**The school has a wide range of devices to support individual children including advice sought from specialist teaching teams e.g. VI specialists.**

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	**All children can attend all trips. Additional risk assessments are carried out for individuals with SEND to ensure all appropriate measures are in place.**
Are there high expectations of all pupils?	√	**This is monitored through observations, learning walks, data and book focus. Home School Plan meetings with Parent/Carers are also useful in setting high expectations for pupil outcomes.**
Do staff seek to remove all barriers to learning and participation?	√	**This is monitored through observations, learning walks, data and book focus.**

Section 2: Is your school designed to meet the needs of all pupils?

Question	In place	Notes
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√	**The school is on one level and all classroom/main exit doors open out onto the playground. Corridors are good sizes with wide double door access for wheelchair. Wheel chair ramps in place.**
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√	**As above. Adjustable changing facilities and ramps are installed**
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√	**Yes, including a staffed drop-and-go system at morning drop-off**
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	√	**Yes. Alarm/evacuation has visual signs.**
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	√	**No brail signage but would be reviewed if required. School has only one storey.**
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√	**School caters well visually for a high number of children with ASD and a number of pupils with VI.**
Are areas to which pupils should have access well lit?	√	**Yes. Advice sought from VI and I&I team.**
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√	**Any noisy technology is located near the main office. A checklist would be completed in line with advice from**

		specialist teams in order to support a child who got a place at our school with hearing impairment.
Is furniture and equipment selected, adjusted and local appropriately?	**√**	**Yes, advice has been sought from the VI and I&I team.**

Section 3: How does your school deliver materials in other formats?

Question	In place	Notes
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	**√**	**Advice from VI team is sought and implemented**
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	**√**	**Yes, as required.**
Do you have the facilities such as ICT to produce written information in different formats?	**√**	**Yes, on request.**
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	**√**	**Yes, training has been provided by VI and I&I team.**

Accessibility Action Plan Review of 2025-26

AIM	CURRENT GOOD PRACTICE	OBJECTIVES / SUCCESS CRITERIA	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	REVIEW - IMPACT
Increase access to the curriculum for pupils with a disability	• Our school offers a adapted 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 • Pupils have access to a wider range of resources to support access to curriculum – eg writing slope, wheelchair-accessible desk, yellow tape and backgrounds(VI), Assistive technology etc	Ensure children with disabilities feel represented within curriculum resources – equity for all Ensure pupils with SEND have full access to the wider enrichment offer Improve children's focus and self-regulation in the classroom environment Improving accessibility to the curriculum for children for children with communication difficulties	Develop curriculum resources to include representation of people with disabilities Audit SEND access of enrichment clubs and to ensure full accessibility and take-up Trial neutral classroom environments to improve pupil regulation and focus Trial widget programme to produce dual coded (oral-visual) resources	Class teachers – monitored by Inclusion Manager HT/Inclusion Manager Y2 staff – monitored by Inclusion Manager SEND TAs - monitored by Inclusion Manager	Ongoing 2025-26 By end of autumn 2025 Start Sept 2025 – review ongoing Start Sept 2025 – review ongoing	Adjustments to the environment for pupils with Visual Impairment. Creation of sensory garden to support all pupils but especially those with disabilities. Ramp included. Monitoring and analysis shows pupils with SEND involved in leadership roles, enrichment clubs and wrap around care. FS2 and Y2 have trialed neutral classrooms with positive feedback from staff. Widget trial has been successfully used to support children with complex needs.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Children have access to a calming external space in nature to support wellbeing and self-regulation	Develop a sensory school in the school grounds	Site Manager	By end of 2025-26	Pupils have contributed to the creation of a beautiful and highly popular sensory garden. Anecdotal evidence shows the positive impact on supporting self-regulation and well-being.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Yellow backgrounds • Pictorial or symbolic representations • Mirroring software with personalized devices	Pupils with communication difficulties have effective access to information within the curriculum	Trial widget programme to produce dual coded (oral-visual) resources Purchase recording buttons and ensure use across the school Investigate the use of a range of Apps to support communication access to written info.	Inclusion Manager	By end of Spring 2026	Widget has been used successfully through the trial – school now to prioritise purchasing the license. Recording buttons used successfully in FS – to be extended to rest of school to support pupils with complex needs. 2026-27 introduction of wider range of apps is priority

Accessibility Action Plan 2026-27

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