



ASPIRE

St. Bernadette's Catholic Primary School

Accessibility Plan

"For nothing will be impossible with God." [Luke 1:37](#)

As members of a Catholic community, we adhere to our core Christian values and to our whole school learning values: Aspiration; Self-belief, Perseverance, Independence, Respect and Enjoyment. We implement these core values through the principle of **"Be Ready; Be Respectful and Be Safe"** and through the Mission that is understood by all in our school community.

Mission Statement

God cares for us.

I always try my best in my work.

We care for everyone around us.

It is important that we learn to work together as a team.

We are all special and we try hard to be good friends with each other.

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

As a school, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

We at St. Bernadette's recognise that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high standard of education and are supported in reaching their full potential. Good communication and cooperation between school and home and other professionals are essential.

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, the complaints 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 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.

Aims:	Current Practice:	Actions to be taken:	Who?	Impact
Increase access to the curriculum for pupils with a disability.	<p>We use Stockport’s Entitlement Framework guidance to support our best endeavors to make sure that a child with SEND gets the support they need. We do this through providing:</p> <ul style="list-style-type: none"> ● SMART outcomes for individual support plans. ● Adapt teaching to meet the strengths and needs of our children. ● Have clear routines and rules to manage relationships and behaviour. ● A sequential and coherent intent for all subjects to support differentiated learning. ● A multisensory approach. ● Resources for sensory needs. 	<ol style="list-style-type: none"> 1. Review/audit/improve our dyslexia friendly classrooms. 2. Continue to develop and embed metacognitive approaches to teaching and learning. 3. Embed the regulation stations. 4. Continue to trial pre-teach methods for maths in KS2. 5. Continue to address SLCN through the Language Link Programme for KS1 and 2 and monitor impact. 6. Ensure all vulnerable children have an Equity, Enrichment 	<p>LW Supported by LSS and BSS</p> <p>All Staff</p>	An inclusive curriculum in which all learners participate and achieve their potential.

	<ul style="list-style-type: none"> ● An experiential and enriching curriculum. ● Talking Mats training taking place to support children with SLCNs. ● Intervention programmes for phonics, motor skills united and speech and language are in place for groups and monitored for impact. ● Assessment tracking tools including the Engagement Model; Pre – NC tracker and Pre-KS tracker. ● We use Stockport’s Entitlement Framework guidance to ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. 	Pupil Passport for the curriculum.		
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"> ● We have a ramp and stairs from the main entrance to the Foundation stage to ensure inclusivity. ● The entrance to the KS2 playground is fully accessible for all. ● The outside play areas are flat and there is a sloping path which links KS2 and KS1 areas to ensure it is accessible to wheelchair users. ● There is one accessible toilet situated in the annex. ● There is access to all main areas of the school via sloping pathways. 		Headteacher and Governors	The physical environment is accessible to all.

	<ul style="list-style-type: none"> • We have 1 car parking space in the car park to allow for disabled access. • Well-organised shared spaces have equipment and resources clearly and consistently labelled with visuals, located for independent access and kept in the same place. • Resources appropriate to children and young people’s developmental stage are easily available. • Tables and chairs are at appropriate height so that feet can be placed flat on the floor, as this will support attention, listening and behaviour. • Preferential seating is used for specific children and young people in large spaces such as halls. • Calm learning environment ensures that as many distractions as possible are removed. • Seating arrangements ensure that all children and young people are working in comfort and with appropriate space. • Standing desks in KS2 • Maintenance <ul style="list-style-type: none"> • Outdoor field 	<p>New conservatory roof FS1</p> <p>Installation of MUGGA pitch</p>	<p>Diocese (School Building Fund accessed)</p> <p>Collaboration with Man Utd & other sports agencies</p> <p>Diocese</p>	<p>Area can be used all year with new roof fitted. All FS children can use this area</p> <p>Whole school</p>
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	<ul style="list-style-type: none"> School now has the Brown Bears private nursery building from February 2022 	Currently working with the Diocese on plans for this area		More space for learning and meeting.
Improve the delivery of information to support speech, language and communication needs.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Language provides a simple commentary; gestures, signs and images support a child's understanding. Language used is at an appropriate developmental level. Language Link intervention for KS1. Attempts by children to communicate are always valued and responded to Internal signage Large print resources Visual timetables Pictorial or symbolic representations if needed such as Talking Mats Enlarged information Uncluttered worksheets Key vocabulary is displayed and accessible to all. Visually supportive environments support learning e.g. working walls, word mats, number lines, phoneme and alphabet strips on desks etc. 	<ol style="list-style-type: none"> CPD on a range of assistive technology that can be used to support our learners. Audit and cost technology requirements. Coordinators to ensure subject vocabulary is visible and revisited with children on a regular basis. Talking Mats to be implemented following CPD. 	All Staff	Children with SLCN are supported and make good progress.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the Headteacher.

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head, Class teachers, Pupil premium Leader, Learning Services Support Teacher and SENCO.

5. Links with other policies

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

- 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