

St Bernadette Catholic Primary School



'Living and Learning Through Christ'



Accessibility plan

Approved by: SLT & Governors

Date: November 2025

Next review: T2 2028

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.

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.

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.

Action plan

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

Access to the school environment					
Aim	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Increase access to the school for parents, pupils and staff with a disability	School is aware of the access needs of disabled children, staff and parents/carers and adapt to ensure access to the school.	Awareness of staff needs at recruitment process and periods of illness/pregnancy/poor health and wellbeing. Ascertain access requirements for pupils and parents through admission process. e.g. through arranging accessible meeting rooms	Headteacher SBM Office manager	Recruitment and orientation procedures. Pupil admission process	All stakeholders can access the school safely and with dignity.
Improve and maintain access to the physical environment	The school is fully accessible to wheelchair users and people with limited mobility	Maintain wheelchair ramps and lift.	Headteacher SBM Office manager Caretaker Contract maintenance	Ongoing	Full access to all levels.
Visible and clear evacuation routes.	Fire exits are clearly signed, visible and free from obstructions.	Audit of all fire exits Ensure signage is compliant and clearly visible Ensure all staff are aware of their responsibilities to maintain safe access and egress	SBM Office manager Caretaker Contract maintenance	Ongoing Ongoing staff updates.	All fire exits are fully accessible and maintained in a safe manner monitored through caretaker termly checks and annual cycle of maintenance checks.

Access to the Curriculum

Aim	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Improve the delivery of information to pupils with a disability	The structure of the day is clearly communicated to all pupils including any changes to the established routine.	Visual timetables to be used to support learners.	Class teachers and support team	On-going	Pupils are aware of the structure of the day and are pre-warned of any changes to the regular routine if possible.
Provision to be inclusive with reference to needs of pupils.	All appropriate staff, including visiting teachers, and parents will have a clear understanding of the provision required to facilitate inclusion in learning.	Develop and maintain Provision maps and ISP's for pupils on the SEN register	Vicky Palmer and class teachers	On-going	Staff, parents and children collaboratively produce ISP's so that these are used to inform inclusive classroom practice.
Staff have the K&U to ensure provision meets needs.	<p>Staff to receive the appropriate CPD to meet physical and academic needs of pupils; Examples include: provision of care and administration of emergency medication and insulin.</p> <p>Reasonable adaptations and adjustments to ensure intimate care needs are met for pupils with medical needs.</p>	<p>ASD CPD</p> <p>Trauma Informed Practice CPD</p> <p>Multi-agency providers CPD (Diabetes, school nurse, EP, Inclusion lead, CAHMS, S&L)</p> <p>CPD with specialist teams for epilepsy and diabetes.</p>	All staff	On-going	All staff are confident to provide for the specific needs of pupils.

Aim	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Adapt accommodation to meet the needs of pupils.	Develop provision for children who are unable to cope with the classroom environment.	Continue to develop appropriate accommodation, (Hub). Staff to adapt provision and develop the accommodation to support needs, (OAP, Graduated response).	SENCO	Ongoing	Needs of pupils are facilitated. Pupils make gains towards achieving ISP/EHCP targets.
PE access	All PE lessons are accessible to all pupils.	Staff training to include accessible and adapted PE strategies Weekly confidence club run by sports coach to support identified pupils	SLT Class teams Sports coaches/mentors	Ongoing	Full inclusion of all pupils in PE
Enrichment inclusion and access	All trips out of school are accessible to all pupils.	Adaption of school trip information form to include further information on access requirements and provision. Venues are selected with accessibility in mind. Alternative methods of transportation are provided as necessary e.g. vehicular transport for pupils unable to walk long distance	SBM Office manager Class teams	On-going	All pupils can access all trips

We have carefully considered and analyzed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

