



St Bernadette's Roman Catholic Primary School

Live the Gospel and when necessary use words

Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.

POLICY

Accessibility Plan

Ratified by Governors: February 2019

Review date: February 2022

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Statement of intent

This plan outlines the proposals of the governing board of St. Bernadette's RC primary school to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan will be updated every 3 years but reviewed annually to take into account the changing needs of the schools, its pupils and building.

Planning duty 1: Curriculum

Area	What	Evidence / Responsibility	When	Outcome	Review	
	Learning environment for pupils with SEN must be accessible	Audit of classrooms / resources	Headteacher/ teachers/SENCO	On-going	Learning environment is accessible to pupils with visual impairments	
	Staff members must have a good understanding of how to ensure the curriculum is accessible to all pupils	Audit of curriculum / staff questionnaire / SEN profile reviews	Headteacher/ teachers/SENCO	Spring 2019	School leaders, Governors and teaching staff are aware of the accessibility gaps in the curriculum	
	All staff working in school must have up to date knowledge of current SEN needs and how best to support pupils with SEND	Audit of staff training	Headteacher/ teachers/SENCO	On-going	Planning of school trips takes into account pupils with SEND	
	All educational visits take into account pupils with SEND and arrangements are made to ensure all	Needs of pupils with SEND incorporated into planning process	Headteacher/ SENCO/EV lead	On-going	All pupils, regardless of SEN have full access to all additional opportunities including educational visits and porting activities	

Planning duty 2: Physical environment

	Area	What	Evidence / Responsibility	When	Outcome	Review
	Staff members know whether the curriculum is accessible	Audit of classrooms / resources	Headteacher/ teachers/SENCO	On-going	All staff have a good understanding of individual needs and can adapt the curriculum appropriately	
	Staff members have the skills to support pupils with SEND	Audit of staff training	Headteacher/ teachers/SENCO	Spring 2019	Staff have a growing back of knowledge and skills to support pupils with SEND	
	Pupils with SEND can access all areas of the curriculum	Audit of curriculum / staff questionnaire / SEN profile reviews	Headteacher/ teachers/SENCO	On-going	All staff have a good understanding of individual needs and can adapt the curriculum appropriately	
	All school trips take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Headteacher/ SENCO/EV lead	On-going	No pupil with SEN is ever excluded from extra-curricular activities / EV or wider curriculum	

Planning duty 3: Information

Area	What	Evidence / Responsibility	When	Outcome	Review
All school information is accessible to all	Audit of all information delivery procedures including website	SBM / Headteacher	Summer 2019	Website / all communications can be translated as required	