2026-27

A S P I R E

St. Bernadette's Catholic Primary School

Accessibility Plan

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

"Love Overcomes, Love Delights"

Following Jesus, we will …

Be the best we can be.

Love and forgive each other.

Grow in faith.

Respect and celebrate our global family. Take care of God's world.

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 by using the 5 a day approach (EEF, 2022). 	We use Ordinarily Available Inclusive Practice (OAIP) guidance to support our best endeavors to make sure that a child with SEND gets the support they need. We do this through providing: ● A sequential and coherent intent for all subjects to support differentiated learning. ● An agreed QFT policy which outlines our teaching and learning values and practices. ● SMART outcomes for individual support plans which are monitored and evaluated regularly.		1. Embed the EEF suggested 5 a day principle consistently for all pupils which are: ● Explicit instruction ● Cognitive and metacognitive strategies ● Scaffolding ● Flexible grouping ● Using technology	CA Supported by the Inclusion Team All Staff	An inclusive curriculum in which all learners participate and achieve their potential.

	● Adapt teaching to meet the strengths and needs of our children. ● Have clear routines and rules to manage relationships and behaviour outlined in our Relationships and Behaviour Policy. ● A multisensory approach. ● Resources for sensory needs. ● An experiential and enriching curriculum. ● Talking Mats training taking place to support children with SLCNs. ● Makaton is used in Early Years and our resource base “Acorns” and KS1 for those who require this across the school- We have Makaton champions from yr 6 who promote one new sign each week to KS2. ● Visuals are used to support learning across the school, including whole class visual timelines.		2. Continue to embed fully the zones of regulation within classrooms 3. Continue to address SLCN through the Language Link Programme for KS1 and monitor impact. 4. Ensure all vulnerable children have an Equity, Enrichment One page profile for the curriculum.		

	● 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 monitor progress. ● We use Ordinarily Available Inclusive Practice (OAIP) to ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.				
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: ● 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.		All outdoor areas to the surveyed, checked and maintained through the buyback	Headteacher and Governors Countrywide and Stockport Homes maintain the outdoor areas and the school premises.	The physical environment is accessible to all. New spaces for learning and meeting.

	• 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. • 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.			"We are Adventurers" Company- who deliver Forest school on a daily basis every afternoon.	Enhancing childrens self awareness , esteem and abilities to interact with others in different environments

	● 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. ● Acorns Resource Base environment and building is resourced to provide learning and support for children with complex additional needs. ● Outdoor field: play areas; climbing frames. ● FOREST SCHOOLS to be delivered to further enrich the curriculum for our EHCP/SEND Support pupils identified in KS1 and KS2 .				
Improve the delivery of information to support speech,	Our school uses a range of communication methods to ensure information is accessible. This includes:		1. CPD on a range of assistive technology that can be used to support our learners	All Staff Inclusion Service	Children with SLCN are supported and make good progress.

language and communication needs.	● We employ a Speech Therapist and SALTA to support our primary area of need SLCN and have audited school practice under the Balanced System Approach. ● Language provides a simple commentary; gestures, signs and images support a child's understanding. ● Language used is at an appropriate developmental level. ● Well Comm screening and intervention for FS1. ● NELI screening and intervention has been introduced in FS2 and for some children in Y1, Y2 and Y3. ● Narrative Sequencing intervention has been introduced for those children who need support in KS1 and 2 since October 2025. ● Attempts by children to communicate are always valued and responded to ● Internal signage ● Word Wizard- Word Aware used to introduce new vocabulary and concepts		and form part of the 5 a day principle (EEF, 2022). 2. Audit and cost technology requirements. 3. Coordinators to ensure subject vocabulary is visible and revisited with children on a regular basis. 4. Makaton training Level 1 and 2 implemented.	SALT service	

	• 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. • Communication visuals and aids/ devices are used for some children via NHS support or internal SALT support				

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
- Relationships and Behaviour Policy
- Curriculum Policy
- Quality Teaching and Learning Policy
- Critical Incident Plan
- Disability Discrimination Act 1995
- Equality & Diversity Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Site Safety Plan