

St Bede's Catholic Primary School



Accessibility Policy & Plan 2023-2026

Headteacher	Mrs S Clarke
Chair of Governors	Mr J Quinn
Date of Implementation	Spring 2023
Date of Review	Spring 2026

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Committee. The review process can be delegated to a committee of the LGC, an individual or the Head. At St. Bede's Catholic Primary School the plan will form part of the School Development Plan and will be monitored by the Headteacher and Deputy Head teacher and evaluated by the relevant Governors' committee.

At St. Bede'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 life-long 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 both locally and globally.

- 1) St. Bede's Catholic Primary School's Accessibility Plan has been developed and drawn up based upon information supplied by the Trust, Local Authority and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) St. Bede's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) St. Bede's Catholic Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) St. Bede's Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 - 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Management Policy
 - Equality Policy
 - School Improvement Plan
 - Special Educational Needs Policy
 - 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 - 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 - 10) The Accessibility Plan will be published on the school website.
 - 11) The Accessibility Plan will be monitored through the Local Governing Committee and/or Trust
 - 12) The school will work in partnership with the Trust/Local Authority in developing and implementing this Accessibility Plan.
 - 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our medical records and our yearly data collection information.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for

pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2010.

Curriculum

Some areas of the curriculum present particular challenges for the access of disabled pupils, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a one storey building with a hall/kitchen extension situated on a level below the school. It has corridors which are spacious enough to accommodate wheelchairs and several access points from outside. There is a lift, which can accommodate a large wheelchair, whereby access to the hall and kitchen can be reached. This lift is maintained on a regular basis through a service agreement and checked regularly by the school caretaker. School staff are trained in the operation of the lift when relevant. Training is reviewed annually or when necessary (e.g. a new pupil enters the school). On-site car parking for staff and visitors is the parish car park, which is a generous size. All entrances bar one to the school are either flat or ramped. The main entrance is via a secure gate from the Front Street into a secure lobby, and the reception hatch is accessible to wheelchair users. There is one disabled toilet fitted with a handrail and a pull emergency cord.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Trust and Diocese.

6. Action Plan

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept Intake. To receive copies of any reports from specialists which have been provided during nursery.	May- Sept each year	HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept every year.
	To review all statutory policies to ensure that they reflect inclusive practices and procedures	To comply with the Equality Act 2010	Ongoing 2023/26	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	On-going throughout	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum	Ongoing	Teachers	Advice taken and strategies evident in

		<ul style="list-style-type: none"> • Progression maps for all curriculum subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 			
Medium Term	To finely review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress/step trackers Scrutiny of assessment system SEND support plans in place and reviewed regularly Regular liaison with parents</p>	Termly 2023-26	Class teachers SENCO	Progress made towards Support Plan targets
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<ul style="list-style-type: none"> ✓ Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) ✓ Wheelchair access 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

		<ul style="list-style-type: none">✓ Screen magnifier software for the visually impaired✓ Features such as sticky keys and filter keys to aid disabled users in using a keyboard✓ Appropriate training to staff e.g. sensory smart classrooms✓ Giving alternatives to enable disabled pupils to participate successfully in lessons✓ Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.✓ Ensuring the curriculum covers disability e.g in RSHE, science			
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Long Term	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body Committee	Governors Committee meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the safety and physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Emergency exit directions, signage and information signs clearly visible from both a standing and sitting position.	Consult fire service &/or Profire for advice	Ongoing	HT	Improved, safer and simplified instructions.
	Emergency fire exits in the hall are secure	Mag locks to be fitted to ensure they are secure – but unlock in an emergency fire situation	Autumn 23	HT	Mag locks to be fitted Doors secure when pupils in the hall Doors will release in a fire emergency situation
	Restrict numbers accessing hall to ensure safe exit in the event of a fire emergency	Advice from Profire on numbers in the hall	Autumn 23	HT	Numbers advised by Profire Cascaded/shared with parents Compliant with H&S regulations
	New fire evacuation plan for the school building taking into account designated refuge areas for people with disabilities	Consult fire service/Profire for advice Ensure all fire exits are open in the event of a fire.	ongoing	HT	Legal fire exit plan
	Improve physical environment of school environment	The school will take account the needs of	On-going	SMT	Enabling needs to be met where possible.

		pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, signage, lighting, colour schemes, and more accessible facilities and fittings. New fencing in Reception garden area. New secure access gates at the front of school			New signage for all
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	On-going	Teaching and non-teaching staff	Lively and inviting environment maintained.	
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> ✓ Create access plans for individual disabled children as part of SEND Support Plan process ✓ Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.	

		<p>in the school and meetings etc.</p> <ul style="list-style-type: none"> ✓ Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events 			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	To be constantly reviewed	Head Teacher SBM Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> ✓ Utilise parish car park for disabled to drop off & collect children ✓ Arrange interpreters from the RNID to communicate with deaf parents ✓ Offer a telephone call to explain letters home for some parents who need this ✓ Adopt a more proactive approach 	To be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

		to identifying the access requirements of disabled parents			
Medium Term	To improve community links	School to continue to have strong links with schools in the diocese, the Trust the local authority and the wider community.	On-going	SMT All staff	Improved awareness of disabilities/the wider community of Sacriston and the world and their needs. Improved community cohesion
Long Term	Continue to develop playgrounds and facilities.	Application for SCA funding to develop outdoor area	Yearly	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Gritting in bad weather Bikeability for Year 4/5/6 children	On-going	RSHE Co-ordinator SMT	No accidents
	Fire alarm supplemented by visual system	Discuss current alarm with fire professional regarding appropriateness of current system.	On-going	Head	Audible and visual system.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with reading difficulties	Regular verbal communication with parent to ensure they get messages	On-going	Class teacher SMT	Two way communication in place.

	To ensure all children with ASC have access to the curriculum	Regular parental communication Individualised teaching strategies used for ASC children.	On-going	All staff to be aware	ASC children able to access curriculum.
Medium Term	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> ✓ Records passed up to each class teacher. ✓ End of year class teacher ✓ Annual reviews ✓ SEND meetings ✓ SEND support plans ✓ Medical forms updated annually for all children ✓ Personal health plans ✓ Significant health problems –all staff to be aware 	Annually	Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their classes
Long Term	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.