

St. Bernadette's Catholic Primary School

Accessibility Plan



At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

Date last reviewed: October 2025

Signed by: _____ Headteacher

Date: _____

_____ Chair of Governors

Date: _____

1. Statement of Intent

This Accessibility Plan outlines how St Bernadette's Catholic Primary School aims to increase access to education for pupils with disabilities in the three key areas required by the planning duties in the Equality Act 2010:

- Access to the curriculum
- Access to the physical environment
- Access to information

We are committed to ensuring equality of opportunity for all pupils, staff, parents and visitors. We aim to eliminate discrimination and ensure that disabled pupils can participate fully in school life. This plan will be implemented and reviewed annually, with a full review and renewal every three years.

2. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The Equality Act 2010 and schools'

This plan should be read alongside the following policies:

- Special Educational Needs and Disabilities (SEND) Policy 2025–26
- Supporting Pupils with Medical Conditions Policy 2025–26
- Equality, Equity, Diversity and Inclusion Policy
- Behaviour Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and Responsibilities

The Governing Board will:

- Approve and monitor this Accessibility Plan.
- Ensure that accessibility planning reflects the school's ethos and statutory duties.
- Review progress annually.

The Headteacher (E. Finnegan) will:

- Ensure that staff are aware of pupils' disabilities and medical conditions.
- Oversee the implementation of the plan and monitor its impact.
- Liaise with the SENCO, governors and external agencies.

The SENCO (V. Taylor) will:

- Work with staff to ensure pupils with SEND and disabilities are supported effectively.
- Coordinate accessibility audits and staff training.
- Ensure the needs of pupils with SEND are integrated into all aspects of school planning.

All staff will:

- Act in accordance with this plan.
- Make reasonable adjustments in their teaching and environment.
- Support pupils with disabilities to access all areas of school life.

4. Accessibility Audit

An annual accessibility audit will be undertaken to assess how well disabled pupils can access the curriculum, the physical environment and information. Findings will inform the short-, medium-, and long-term actions in this plan.

5. Planning Duty 1: Access to the Curriculum

Objective: Increase access to the curriculum for pupils with a disability.

Issue	Action	Responsibility	Timescale	Outcome
Staff confidence in supporting pupils with SEND varies	Provide regular SEND and differentiation CPD, including training on autism, ADHD, dyslexia and sensory needs.	SENCO, Headteacher	Ongoing	Increased staff confidence and inclusive classroom practice.
Some resources are not fully accessible	Review and adapt curriculum materials; provide assistive technology where needed.	SENCO, Computing Lead, IT Operations Manager	Ongoing	All pupils can access the curriculum through adapted resources.
Participation in enrichment activities	Ensure all trips, clubs and visits are accessible for pupils with SEND; undertake individual risk assessments.	Trip Leaders, SENCO	Ongoing	All pupils participate in all enrichment opportunities.

6. Planning Duty 2: Access to the Physical Environment

Objective: Improve and maintain access to the physical environment of the school.

Issue	Action	Responsibility	Timescale	Outcome
Awareness of physical access needs	Conduct annual audit of physical access; update site plans to reflect adjustments.	Headteacher, Site Manager	Annually	Physical environment supports all pupils and visitors.
Accessibility of toilets and entrances	Ensure accessible toilets and ramps remain compliant; consider improvements in future refurbishments.	Site Manager, Governors	Ongoing	All facilities remain accessible.

Signage and wayfinding for visually impaired pupils	Maintain clear, contrasting signage and tactile markings on steps.	Site Manager	2025–27	Improved independence for pupils with visual impairments.
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7. Planning Duty 3: Access to Information

Objective: Improve the delivery of information to pupils, parents and visitors with disabilities.

Issue	Action	Responsibility	Timescale	Outcome
Information not always accessible in alternative formats	Provide large print, coloured overlays, or translated versions on request.	SENCO, Office Staff	Ongoing	Parents and pupils can access information in preferred formats.
Website accessibility	Undertake accessibility audit of school website and update content for compliance.	Computing Lead, IT Operations Manager, Headteacher	2025-26	Website meets accessibility standards (WCAG 2.1 AA).
Awareness among parents	Promote availability of alternative formats via newsletters and website.	Headteacher, SENCO, office staff, SLT	Ongoing	Improved communication and inclusion.

8. Monitoring and Review

This Accessibility Plan will be reviewed annually by the Headteacher and Governing Board. Progress will be monitored through audits, staff and parent feedback, and inclusion data. The next full review is due in Autumn 2026.