



ST BERNADETTE'S
CATHOLIC PRIMARY SCHOOL

Accessibility Policy

St. Bernadette's Catholic Primary School

Approved by BoD: 26 March 2026
Policy Review Date : 26 March 2029

SECTION 1: VISION STATEMENT

Purpose of the Policy

The purpose of this Policy is to show how St. Bernadette's Catholic Primary School intends, over time, to increase the accessibility of our School for disabled pupils. St. Bernadette's is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

St. Bernadette's aims to treat all stakeholders, including children, prospective children, staff Governors and other members of the School community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The School aims to work closely with disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in School life.

The School is active in promoting positive attitudes to disabled people in the School and in planning to increase access to education for all disabled children. As part of the School's continued communication with parents/carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Disabilities within St. Bernadette's Catholic Primary School

We have a number of children who have Asthma and are on our Asthma Register. Each Class has an Asthma Register along with the Kitchen, Lunchtime Supervisors and the Beehive Out of School Club. Inhalers are kept in the classrooms and a record of use is recorded. An emergency school inhaler is kept in the staffroom and written permission has been asked from all parent/carers whose children have asthma for this to be used in emergencies. There is also an Emergency Inhaler kept in the School Office.

All medical information is collated and a copy of the relevant lists are given to Teachers to keep in their classrooms.

We have competent First Aiders who hold either First Aid at Work, Emergency First Aid at Work and Paediatric Certificates.

All medication is either kept in a lockable container in the fridge or in the lockable first aid cupboard in the School Office. Consent forms need to be filled in by parents/carers before we are able to administer any medication.

We also have a number of children on individual Care Plans, one example, a child has bladder problems so they have a toilet pass which they can put on the Teacher's desk discreetly when they need to go to the toilet.

Legal Background

Under the Equality Act 2010 all Schools must have an Accessibility Policy. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against children because of sex, race, disability, religion or belief and sexual orientation'.

This Policy has been drawn up based upon information supplied by the Local Authority, and in conjunction with children, parents/carers, staff and Governors of the School.

This Accessibility Policy sets out the proposals of the Governing Body of our School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the School Curriculum; which includes teaching and learning and the wider curriculum of the School, such as participation in After School Clubs, leisure and cultural activities or School Visits;
- b) Improving the environment of the School to increase the extent to which disabled children can take advantage of education and associated services;
- c) Improving the delivery to disabled children of information, which is provided in writing for children who are not disabled, eg. handouts, timetables, textbooks and information about school events. The information should take account the child's disabilities and the preferred format and be made available within a reasonable timeframe.

Training

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.

Policy Availability

The School makes the Accessibility Policy available in the following ways:

- A copy is uploaded on the School's Website
- Paper copies are available from the School Office

Review and Evaluation

It is a requirement that our Accessibility Policy is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action planning showing how we will address the priorities identified in the Policy.

SECTION 2: AIMS AND OBJECTIVES

Accessibility Policy Codes

- C. Increase access to the curriculum for children with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to children

Objective	Accessibility Code (C, E, I)	Action	Person Responsible/ Time Frame	Success Criteria
To improve provision for children with SEND	C, I	Audit and training Raising confidence of Staff through high quality CPD and involvement with Cadmus Inclusion Teaching Assistant training for specific interventions Makaton Sand Therapy Lego Therapy	SENCO Reviewed annually (Autumn)	Staff will feel confident through personalised CPD to ensure every child can access all areas of the Curriculum
To improve ICT provision for children with SEND	C, I, E	Pupil Profiles New Teachers/ECTs to be given opportunities to watch outstanding lessons/teachers	Summer 26 Autumn 27	Evidence of ICT equipment being used more effectively. This will be monitored through aspects of the School's Monitoring Cycle.

<p>To offer specialist provision for SEND children in an inclusive environment</p>	<p>C, I, E</p>	<p>To ensure integrate all children into mainstream lessons and activities e.g. after school club, school trips</p>	<p>Reviewed annually (Summer)</p>	<p>All children included in all classroom activities/lessons</p>
<p>To ensure smooth transition to secondary school, of all children with SEND and EYFS</p>	<p>C, I, E</p>	<p>Transition of information to secondary and home visits. Meetings with secondary staff and SEN list with links to professional info for teachers to have access</p>	<p>Summer term annually</p>	<p>Meetings timetabled Minutes of safeguarding meetings</p>
<p>To improve the progress and participation for children with cognition and learning difficulties.</p>	<p>C, I</p>	<p>Deliver INSET training to support SEND knowledge and strategies to differentiate. Ongoing training for all staff.</p>	<p>SENCO responsible Ongoing</p>	<p>All staff attending INSET. Evidence in lessons</p>
<p>To improve pupil voice for children with SEND at school</p>	<p>C, I</p>	<p>Senco talks to all SEN children for their views on learning and resources 2x a year SALT to work with individual children</p>	<p>Ongoing</p>	<p>Development of Speech and language across school through training</p>

<p>To improve the attainment and participation of children with social, emotional and mental health difficulties,</p>	<p>C, I</p>	<p>Signpost parents to support</p>	<p>Ongoing</p>	<p>Meet regularly to discuss children impacted by MH issues with safeguarding team and SENCO</p>
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