St Bernard's RC Primary & Nursery School - A Voluntary Academy

Accessibility Plan 2026-28

Purpose of the Plan

The purpose of this plan is to show how St Bernard's RC Primary School intends, over time, to increase the accessibility of our school for disabled pupils

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day- to -day activities

Legal background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA`s against either current or prospective disabled pupils in their access to education It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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

- increasing the extent to which disabled pupils can participate in the school curriculum (this 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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

St Bernard's RC Primary School aims to treat all stakeholders, including pupils, prospective pupils, 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 pupils, 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 pupils. 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.

Contextual Information

The school is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the main building. All areas of the school grounds are accessible to wheelchair users. The Eco garden is accessible via the KS2 yard but wheelchair users would need support in accessing the area.

The Current Range Of Disabilities Within St Bernard's.

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA and appropriate professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use in noted.

We have competent First Aiders and Paediatric who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Targets	Strategies	Outcome	Timeframe	Responsibility
Equality & Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually	JLF
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	JLF / KB
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation.	On-going	All staff

Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Resources Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Reviewed each summer term Ongoing	SLT / Resources
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Lively and inviting environment maintained.	Ongoing	All staff
Improve physical environment of school environment	The school will take account the needs of 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, lighting, and colour schemes, and more accessible facilities and fittings.	Enabling needs to be met where possible.	As needed	SLT & govs
Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for TA's as needed	TA's are able to enable all children to access the curriculum.	Ongoing	KB
To ensure that all children are able to access all out-of school activities. E.g. clubs, trips, residentials etc.	Review out-of-school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	Ongoing	JLF / ER
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. carels, headphones, writing slopes etc.	Children will develop independent learning skills.	Ongoing	KB
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	KB

	for as needed.			
Written information				
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed	LC
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written informations	Parents are informed of children's progress	Termly	As appropriate staff