



Accessibility Plan 2019-2021

For approval by Governors March 2019

This policy will be reviewed: March 2021

Mission Statement

Our Mission statement 'Achieve, Believe, Care enables everyone at St Bernadette's to prepare the children in our care to take their places in a multi-cultural society, developing in them a sense of peace, justice and respect.

Introduction

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

1. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
2. We are 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.
3. The St Bernadette's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain 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 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 school 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 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 handouts, 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. The 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. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Curriculum Policy Equality

Objectives CPD policy

Health & Safety Policy

Special Educational Needs Policy and Local Offer

Behaviour Management Policy

School Development Plan

School Prospectus

8. The Accessibility Plan for physical accessibility relates to the Access Audi. 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. (See academy equality objectives & plan.)

10. The School Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website alongside the Equality Objectives & Plan 2018-2021)

13. The implementation and effectiveness of the Accessibility Plan will be monitored by the Academy Committee and reported to the Standards and Finance committees of the Board of Directors.

14. St Bernadette's will utilise expertise available in developing and implementing this Accessibility Plan and will work in partnership with the Diocese of Birmingham.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Section 1: Improving Curriculum Access

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
To be able to highlight specific SEN needs so that provision is targeted to the specific needs of the children	Dyslexia Portfolio purchased. BPVS purchased Staff training on carrying out portfolio and how to interpret and act on data.	Children with additional needs for whom initial intervention is not accelerating progress are highlighted- tests will show if underlying need which needs addressing- processing, visual memory, dyslexia etc. BPVS identifies children with specific gaps in vocabulary so that intervention is targeted to this.	Spring and Summer 2019	Children with specific needs identified and targeted sooner.

Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Use of visual timetables across the academy. Use of coloured overlays, chew toys & personal work stations for pupils who require them.	Termly	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.
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Section 2: Improving physical access – due to improvements made to the school over the last five years, there are relatively few adaptations required to the building.

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
<p>To improve the safe access to the school building for all pedestrians (especially those with mobility issues)</p>	<p>Barrier installation and maintenance.</p> <p>Additional lighting on playground. Ramps for Ruby Class entrance and staffroom</p> <p>Additional signage around school on internal doors but also on outside of school- directions to playground etc.</p>	<p>Improved safety & access for all.</p>	<p>To be complete Autumn 2019(DFC)</p>	

Section 3 : Improving the Delivery of Information

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Home visits in July for new entrants- discuss any needs parents may have in understanding communication- any learning or visual needs identified	Home visits give families opportunities to speak to school staff in secure environment and decide together how best to present information Facebook, dojo, website, email, text	All members of school are able to communicate in whichever way is most effective for each stakeholder	From Sept 18	

ACCESSIBILITY PLAN: Further targets identified in original plan that must continue to be addressed on an ongoing basis until next review of this policy.

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Update at annual review</u>
Termly Health & Safety audits (including 1 st aid & Risk Assessments)	HS Officer completes HT and H&S governor Report to Governors termly.	Risks assessed, identified and rectified.	Termly	
Obstacles such as raised / sunken tarmac to be removed.	HT, HS Gov & - ongoing monitoring.	Risks assessed, identified and rectified.	As/ when need arises	

	(See Section 2 above)			
Any broken and uneven surfaces to be eliminated / repaired.	HT, HS Officer & Lunchtime supervisor - ongoing monitoring.	Risks assessed, identified and rectified.	From Autumn term 2018	
Any loose floor covering to be eliminated /secured. No loose mats etc.	HT , HS Officer - ongoing monitoring.	Risks assessed, identified and rectified.	As/when need arises	
School to request advice/information from the Health Authority and other appropriate agencies in planning improvements to provision for specific individuals.	Advice/support from Health & Safety Advisor & Local Authority is implemented.	Children's needs considered and appropriate arrangements made to address these needs as fully as possible.	Ongoing as need indicates e.g. needs of pupils already admitted to school.	
All learning areas to be carpeted. Furniture with metal legs to have rubber feet.	Audit of areas needed to be carpeted. Rolling programme of established.		In line with school development	
Decor to be considered for contrast whenever changes are undertaken.	As areas are redecorated consideration given to use of contrast colours.	CW/Health & Safety committee/Site Manager	Ongoing as decor is changed.	