



St Brendan's RC Primary School

Accessibility Plan – 2023/2026

**Love life,
Love learning,
Achieve together in God's love.**

St Brendan's RC Primary school is a one-form entry school which has 208 children on roll. At St Brendan's, there is a Head Teacher; 5 Full-time Teachers including Deputy Head Teacher, 4 Part-time Teachers; 3 Part-time Teaching Assistants; 6 full-time Teaching Assistants; a Business Manager; a School Administrator; a Site Manager; 7 Lunchtime Organisers and four Kitchen Staff. We provide a variety of extra-curricular activities that include: Rosary Club; Choir; Coding Club; Mad-Science Club; Critter Club; Netball; Rounders; Boys and Girls Football and a Sports Club. We have a number of Pupil Voice groups, who meet together frequently, including: our GIFT team; Pupil Parliament; Rights Respecters; Road Safety Ambassadors and Caritas Ambassadors. We provide before and after school provision, where there is one Manager and three play workers. Our school is also used in the evenings for a Yoga Club.

Vision Statement

St Brendan's RC Primary School welcomes its general responsibilities under the Equality Act 2010 and we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. At St Brendan's RC Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of diversity in which we feel free to disclose their disability and to participate fully in school life. The achievements of pupils with SEND and/or a disability and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adaptations to make sure that the school is as accessible as possible.

Definition of Equality

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:

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

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The Accessibility Plan

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 Body. The Head Teacher and Deputy Head Teacher will review and evaluate the plan and report this to Governors at Committee meetings.

At St Brendan's RC 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 Brendan's RC Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the 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 Brendan's RC 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 Brendan's RC Primary School 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 adaptations 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. 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 Brendan's RC 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 St Brendan's RC Primary School policies, strategies and documents:

- Behaviour For Learning Policy
- Curriculum Intent Statement
- Equality Policy
- Health & Safety Policy
- School Website
- School Improvement Plan
- Special Educational Needs Policy
- School Offer
- Local Authority Offer

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 Governor Committees.

12) The school will work in partnership with the 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, and
- 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. A questionnaire is included in the school induction pack for new members of staff, governors, parents and children. Each class teacher will discuss disability and accessibility with their class at the beginning of the new academic year. The information gathered will be used to create an Action Plan, addressing the issues identified. The effectiveness of this plan will be reviewed on an annual basis.

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 and school trips for pupils with physical needs. School is fully accessible for those with disabilities.

Curriculum

At St Brendan's, we have a range of pupils who, with support, can access mainstream education. The needs of the pupils range from those who have moderate learning difficulties (MLD) to children who have sensory and/or physical difficulties. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- An adapted curriculum, including written materials e.g. handouts, textbooks, timetables and information about the school
- A range of support staff
- Specialist or auxiliary aids and equipment including interactive ICT equipment
- A consideration of the physical environment for each individual child with SEND, which could include Improvements to the physical environment and physical aids to access education
- Specific equipment sourced from Occupational Therapy or other agencies
- Liaison with outside agencies
- Liaison with parents.

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.

Action Plan

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales; and
- A specified date and process for review.

Access Audit

The school is a two-storey building with wide corridors and several access points from outside. There is a stepped area to the hall and there is a ramp to ensure the hall is accessible for those who are disabled. There is a lift, which can accommodate a large wheelchair, which is maintained on a regular basis.

On-site car parking for staff and visitors has disabled access. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is accessible to wheelchair users. There are two disabled toilet facilities available: at the side of the hall and in the lower KS2 area in school. All toilets are fitted with handrails.

Disabled pupils, staff and visitors are informed of appropriate escape routes for wheelchair users, should an emergency evacuation of the building be required.

Possible areas to be improved within the limitations of this building are:

- None – all areas of school are accessible to the disabled.

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 Local Authority and Diocese.

Our Action Plan

The school has drawn up an Action Plan to make things happen over the next three years, which outlines how the requirements of the Equality Act 2010 will be met. This plan has been shaped in consultation with disabled people as outlined in the previous section.

Our existing Accessibility Plan outlines the steps we are taking to improve:

- Curriculum access
- Physical access

We will report annually about the progress we make on promoting equality of opportunity for disabled people and we will ensure that disabled people are involved in the process. Our scheme will be reviewed and revised after a period of three years. A new Action Plan will be produced in response to our assessment and included in our annual reports.

Action Plan: Accessibility Plan

The following action plan outlines what will be achieved in the next three years with regard to meeting the requirements of the Equality Act 2010:

Objectives	Action	People	Resources	Timescale	Success Criteria
Increase the extent to which disabled pupils can access the school curriculum.					
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies for example, Occupational Therapy Staff work alongside SENDCo to make relevant referrals. Training across the local cluster and authority	All Staff	Time Cost of CPD	Ongoing	All staff know how to identify additional needs and how to adapt their teaching practice and environment to support them. Children with any disability are successfully included in all aspects of school life.
Ensure quality first teaching meets the needs of all children through adaptive teaching.	Focused teacher planning informed by termly assessment of individual pupil needs Effective adaptive teaching strategies Intervention provided termly, where necessary. Discussions with SLT at termly Pupil Progress meetings Curriculum is reviewed	All Staff	Time Cost of CPD	Ongoing	All pupils make appropriate progress. The needs of all learners are met with reasonable adjustments.

	frequently to ensure meets the needs of all pupils. Targets are set effectively and are appropriate for pupils with additional needs, with support from external agencies, where appropriate				
Ensure all children on SEND support have an Education Plan in place, indicating a summary of their needs on the front page	Education Plans are reviewed termly, including a discussion with the child	Teachers SENCO	Time	Termly	Education Plans are kept up-to-date so that the child makes appropriate progress
Ensure all children with an EHCP have a provision map in place.	Provision maps for children with EHCP are reviewed termly and discussed between Class Teacher and the SENCO	Teachers SENCO	Time	Termly	Provision Maps are kept up-to-date so that the child's needs are met
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation. SENCO to monitor SEND register and attendance to clubs.	All Staff Mrs Jenny Lucas (SENCO)	Time	Ongoing	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for all pupils.

Improve the physical environment of the school to increase the extent to which disabled pupils/people can take advantage of education and access the environment

To be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Consultation with stakeholders: *A questionnaire to all staff will be sent out *A questionnaire to all governors sent out * A questionnaire to existing members of staff on an annual basis * A questionnaire to all parents will be sent out * A questionnaire to new members of staff * A questionnaire to existing members of staff on an annual basis * A questionnaire to new parents/children *A questionnaire will be given out at Parent's Evening (Autumn Term/Spring Term) * Teacher will discuss disability with each class at the beginning of the academic year	Mrs Jenny Lucas (SENCO) SLT	Time	Annually Induction of required	Accessibility Plan is updated accordingly, following questionnaire Parents and Carers have full access to all school activities. Care Plans in place for disabled pupils and all staff are aware of pupils needs. All staff and governors feel confident that their needs are met.
Classrooms are organised appropriately to promote the participation and support independence of all pupils.	Teachers use professional judgment to layout the classroom furniture to meet the needs of the pupils in their class.	All Staff Mrs Jenny	Specific equipment	Ongoing	Children are able to begin their learning straight away without the need to make adjustments to accommodate the needs of individual pupils.

	Resources used to support children's needs e.g. wobble cushions, pencil grips, ear defenders, coloured overlays etc, monitored by the SENCO	Lucas (SENCO) let			Children have access to a range of resources to support their learning. Increase in access to the National Curriculum
Maintain safe access around exterior of school	Ensure that pathways are kept clear. Make sure grounds maintenance contractors know which areas to prioritise	Mr P McConnell (Site Manager) All Staff	Cost of any maintenance	Ongoing	Clear access in all parts of the school
Ensure that personal and medical needs of all pupils are met, including those who require support for toileting	Personal Care plans are in place and are clear, reviewed annually between SENCO and parents Care plans are created for children with toileting needs, in line with the Intimate Care and Close Personal Contact policy	All Staff Mrs Jenny Lucas (SENCO)	N/A	Ongoing	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place. All adults are aware of the Personal Care Plans in place
All disabled pupils/staff/visitors can be safely evacuated.	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities.	Designated staff	PEEP completed Time	As required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation.

Ensure that pupils with visual impairments/hearing loss are supported in the classroom	*For those children who have poor eye sight/hearing, staff ensure that they are sat in favourable positions within the classroom. *Remind staff to check these children *Appropriate equipment purchased, if needed *Liaise with outside agencies for further support to identify equipment and required modifications	All staff Mrs Jenny Lucas (SENCO)	Cost of equipment	As required	Equipment is available to meet the needs of children, as appropriate
Parents/Carers with visual impairments/hearing loss are supported during school performances/celebrations.	For those parents who have poor eyesight /hearing staff ensure that they are sat in favourable positions at school performances and celebrations, possibly requiring reserved seating.	SLT Mrs Jenny Lucas (SENCO)	N/A	As required	Parents/Carers are able to access and enjoy school performances and celebrations
All fire escape routes are suitable for all and incorporate appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils.	Mr P McConnell (Site Manager)	Time	Ongoing	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation
Ensure parents are aware that disabled parking bays are for disabled only	*Put regularly into school newsletter *Text to parents, if needed	SLT to monitor	Time	As required	All disabled parents/carers have full access to all school
Making before/after school club pram friendly (raised in previous parent questionnaire)	*Mulch rubber flooring put in outside before/after school club, which creates a sloped access to before/after school club next to the steps *Access via school, if needed,	SLT to monitor Mr P McConnell (Site Manager)		Ongoing	All parents with a pram are able to access the before and after school club easily

	using ramp on playground into KS2/hall entrance				
Ensure ramp access into Main Hall (raised in previous parent questionnaire)	*There is a ramp to ensure the hall is accessible for those who are disabled. The school hall is also accessible via the main office, which is flat and has wide doors fitted. This is stated in our access audit above. *Let parents know that there is ramp access in place via newsletter	SLT to monitor Mr P McConnell (Site Manager)	Maintenance	Ongoing	All disabled parents/carers have full access to all school

Improve the delivery of information to disabled pupils (and parents)					
Ensure information is up-to-date from parents/carers	* Encourage parents to make school aware of any changes throughout the year *Put into school newsletter	SLT to monitor	Time	As required Newsletter (fortnightly)	All information is current and up-to-date, in order for needs to be met
Availability of written material in alternative/adapted formats	All staff and parent aware of a range of alternative formats.	Mrs J Lucas (SENCO)	Cost of translation and adaptation	As required	Written information available in alternative formats on request.
Information is presented to groups in a way which is user friendly or suitable for people with disabilities.	Present information accordingly through modelling in different ways e.g. using symbols, recordings via seesaw/tapestry	All Staff	Time Cost of any resources and CPD	Ongoing	Children with SEND are able to access the curriculum.

Ask parents/carers opinions on the quality of communication provided by St Brendan's and how to improve.	Conduct parent/carer survey during Parent's Evenings.	SLT	Time QDP - questionnaires	Annually	School is aware of parent/carer's opinions and appropriate action is taken
Review all school policies, procedures and plans and ensure that they are accessible to all stakeholders.	Provide information, policies, and plans in a clear font. Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	SLT Any staff writing policies	Time	Ongoing	All aspects of school life promote equality of opportunity for all pupils and promote the school's Golden Values.
Ensure parents receive any information electronically	Electronic reporting methods are in place: • Seesaw • Tapestry • Facebook • Twitter • text messaging service and email.	Mrs A Marshall (School Business Manager) Mrs L. Hutchinson (Administrative Assistant) All Staff	Cost of software	Ongoing	The school is able to provide electronic reporting for parents.

Document History

Date	Amendments
2015	Policy Adopted
June/July	Reviewed & updated every 3 years or earlier if required
June 2026	To be reviewed