



ST. BERNADETTE'S

CATHOLIC PRIMARY VOLUNTARY ACADEMY

Accessibility Plan

This policy operates in accordance with the teachings of the Catholic Church
and our Academy Mission Statement.

This policy was updated in the Pentecost Term 2025.

The teachings of the Catholic Church are detailed in the Catechism of the Catholic Church
published by the Catholic Truth Society, London, an Official Publisher to The Holy See.

The Academy Mission Statement is located on page 2 of this policy,
and is displayed in our academy, and on our website.

Approved by:	The Local Governing Body
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Last reviewed on:	September 2025
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Next review due by:	September 2028
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ST. BERNADETTE'S

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MISSION STATEMENT

Jesus said: "I AM the Light of the World."

By the Light of Jesus Christ, God reveals to each of us who He is.
God is Love, and His Love is revealed in Truth, Goodness, and Beauty.
God's Love is revealed in His Creation, in our beautiful world, in His Holy Catholic Church,
in our families, in our friends, and in every human person, and we welcome all in the Holy Name of Jesus.

At St. Bernadette's, we believe that every child is a precious gift from God to each of our families,
created in His own image and likeness so as to radiate His Love, Truth, Goodness, and Beauty.

We believe that every child has been blessed by God's Grace to know Him and love Him,
and to know of God's infinitely deep and abiding Love for each of His children.

Upon entering our academy, children are welcomed into a loving, caring, safe, and nurturing environment,
beginning a journey with us through which they will grow and mature, blossom and flourish.

We help our families to form their children by providing a well-rounded education,
full of challenge and rigour; fun and creativity; excitement and wonder.

'Striving for excellence in all that we do, reflecting the Light of Christ to the world'

Our academy motto expresses our firm and enduring commitment to endeavour for excellence.
We believe that every child has been created by God to strive for excellence in all aspects of life,
and when united in friendship with Jesus, they are empowered to reflect the Light of Christ to the world.

Jesus said: "I AM the Way, the Truth, and the Life."

"I have come so that they may have life, and have it to the full."

JESUS IS 'THE WAY' so let us walk in His footsteps of Love and Friendship, and follow His example of Goodness.

JESUS IS 'THE TRUTH' so let us listen to what He says, believe His teachings, and profess His Gospel.

JESUS IS 'THE LIFE' so let us live by His commandments to love God, and love our neighbour.

When we do these things, Jesus will help us to lead the life He wants us to have, 'and have it to the full'.

Just as Jesus said that He is 'the Cornerstone' on which we should build our whole lives, in the same way,
our Cornerstone Values, centred on Christ, provide the firm foundation for all that we do in our academy.

OUR CORNERSTONE VALUES

LOVE To love God with all our heart, soul, and mind; and to love our neighbour as Jesus loves us.

VIRTUE AND GOODNESS To grow in virtue, becoming more like Jesus in what we think, say, and do. To be well-behaved and well-mannered; courteous and polite; considerate and helpful; kind and forgiving.

PRAYER AND SERVICE To be friends with Jesus through prayer and devotion, liturgy, and worship of God. To live out the Gospel in service of others – our family, academy, parish, the wider community, and also in charitable outreach to those less fortunate than ourselves; the poor, the disadvantaged, and the suffering.

RADIANCE To enkindle our God-given gifts and talents, so that we may shine like bright stars for all to see.

JOY To aspire to be happy, cheerful, and healthy; confident yet humble; compassionate and heroic.

WONDER To be inspired by a spirit of enquiry and wonder, taking delight in creativity and discovery.

EXCELLENCE To strive for excellence, and have high aspirations to work hard and achieve our very best.

We believe that every child is unique and special, created by God for a special reason,
with a unique mission – a vocation which God is calling them towards – and we believe that God has blessed
each child with the character, gifts, and talents to help them succeed and be happy in their mission.

At St. Bernadette's, it is our honour and our passion to help, support, and encourage each child
to fulfil their God-given potential, and ready them to contribute positively to society in service of others.

Walking in footsteps of love with Jesus, following the example of Our Lady of Lourdes and Saint Bernadette,
may each child come to know of their special place in God's Heart, and when 'Heart speaks unto heart',
may each child have the trust and confidence to pray the words of this prayer by Saint John Henry Newman:

'God has created me to do Him some definite service.

He has committed some work to me which He has not committed to another.

I have my mission.'



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Furthermore, we take guidance from the Our Lady of Lourdes Catholic Multi-Academy Trust.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including the Local Authority Disability Team.

<https://localoffer.northlincs.gov.uk/>

Our school's Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including: pupils, parents, staff, and governors of the school.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Accessibility Plan complies with our Funding Agreement and Articles of Association.

3. Action Plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010. At St. Bernadette's our Mission is at the heart of everything we do and as such we will ensure that every child achieves their God-given potential.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State 1. short, 2. medium, and 3. long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure access to the curriculum for pupils with a disability.	Our school offers an adapted curriculum for all pupils across all subjects.	1. Lesson plans identify context groups and how tasks are adapted.	Planning documentation will be scrutinised as part of lesson observations and subject review processes.	Class Teachers, Subject Leaders.	Termly.	Context groups will be identified on all plans. Lesson plans will include appropriate adaptations where necessary.
		2. Long-term plans will reflect the diversity of our cohort.	As part of the curriculum review plans will be scrutinised by subject leaders to ensure they meet the needs of all children.	Class Teachers, Subject Leaders, Senior Leadership.	By end of Pentecost Term 2025, then kept under review.	Long-term plans will reflect the academy's Mission Statement and Curriculum Intent.
		3. Curriculum development will ensure a broad and balanced curriculum for all.	As part of the curriculum review plans will be scrutinised by subject leaders to ensure they meet the needs of all children.	Class Teachers, Subject Leaders, Senior Leadership.	By end of Pentecost Term 2025, then kept under review.	The curriculum will reflect the academy's Mission Statement and Curriculum Intent.

	We use resources tailored to the needs of pupils who require support to access the curriculum.	1. Support strategies are recorded in individual SEN Running Records.	Running Records will be updated at least every term by the class teacher, in consultation with the SENCO and SENTA.	Class Teachers, SENCO, SENTA.	Termly.	Support strategies will be recorded on the pupil's Running Record and updated at least termly.
		2. Child's voice and parents/carers voice will be an integral part of plan, do, review, implementation.	As part of the Running Record children will complete a one-page profile. Their progress and targets will be discussed with the child and their parents/carers and their views recorded and taken into account. Medical conditions, family circumstances and disabilities which may affect the child's learning will be discussed and recorded.	Class Teachers, SENCO, SENTA.	Termly.	Children will complete a one-page profile termly which will accompany and inform their Running Record. Meetings will be held with parents/carers each term where their views will be recorded and impact upon the Running Record for their child.
		3. Pupil Progress Meetings will incorporate discussions on resourcing for disabilities and any needs highlighted.	Pupil Progress Meetings will take place termly between the Class Teacher and their Pupil Progress Leader.	Class Teachers, Pupil Progress Leaders, Headteacher.	Termly.	Needs will be identified. Discussions on resourcing will take place. Steps will be taken to ensure resources are available.
	Curriculum resources include examples of people with disabilities.	1. Wherever possible resources will be used that reflect the diversity of the wider community.	Subject Leaders will actively seek out resources that include positive representations	Class Teachers, Subject Leaders.	By end of Pentecost Term 2025, then kept	Curriculum resources will reflect the diversity of the wider community.

		<p>2. Diversity will be considered when resourcing topics, PE, PSHE, and literature.</p> <p>3. As a whole school approach diversity will be considered when purchasing any equipment for the school.</p>	of minority groups and disabilities across the whole curriculum.		under review.	
	Curriculum progress is tracked for all pupils, including those with a disability.	<p>1. Context groups are tracked using Arbor.</p> <p>2. Discussions will be carried out to establish if we can split the context groups further for different disabilities.</p> <p>3. Creation of Arbor tracking or academy tracking of children with disabilities.</p>	<p>Data sheets will show the progress of context groups against the general school population.</p> <p>Leadership team will secure Arbor and FFT data training to further identify and analyse context groups.</p> <p>Pupils will be tracked on an individual basis.</p>	<p>Class Teachers, Assessment Leader.</p> <p>Assessment Leader, Senior Leadership.</p> <p>Assessment Leader, Senior Leadership.</p>	<p>Termly.</p> <p>By end of Advent Term 2026.</p> <p>By end of Advent Term 2026.</p>	<p>Every class teacher will be fully informed of the progress of the context groups within their class.</p> <p>Children will make at least good progress and achieve their targets.</p> <p>Discussions held and decision made. Arbor and FFT data training undertaken.</p> <p>New tracking groups established if relevant.</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>1. Support strategies and targets are recorded in individual SEN Running Records.</p> <p>2. Child's voice and parents/carers voice will be an integral part of plan, do, review, implementation.</p> <p>3. Individual review meetings will incorporate discussions on effective targets for disabilities and any needs highlighted.</p>	<p>Running records will be updated at least every term by the class teacher, in consultation with the SENCO and SENTA. Targets will be assessed and new targets created.</p> <p>As part of the Running Record children will complete a one-page profile. Their progress and targets will be discussed with the child and their parents/carers and their views recorded and taken into account. Medical conditions, family circumstances and disabilities which may affect the child's learning will be discussed and recorded.</p>	<p>Class Teachers, SENCO, SENTA.</p> <p>Class Teachers, SENCO, SENTA.</p>	<p>Termly.</p> <p>Termly.</p>	<p>The impact of a child's SEND on their education and subsequent progress will be reduced. Children will achieve their targets.</p> <p>Children will complete a one-page profile termly which will accompany and inform their Running Record.</p> <p>Meetings will be held with parents/carers each term where their views will be recorded and impact upon the Running Record for their child.</p>
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Accessible toilets and changing facilities 	<p>1. Individual pupils will be consulted as to their mobility around the academy and what they need in order to ensure fair access.</p> <p>2. Outside agencies who work with our children will be consulted as to how best support our children.</p>	<p>Children will be consulted as part of the Running Record cycle.</p> <p>Discussions will take place with agencies already involved and agencies sought out as a new need arises.</p>	<p>Class Teachers, SENCO, SENTA.</p> <p>SENCO, Outside agencies.</p>	<p>Termly.</p> <p>When required.</p>	<p>Every child will be able to access all areas in and around the academy safely.</p>

	<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height Well-lit corridors Use of colour to aid visibility. 	3. Long-term development plans will take into consideration disabled access for children and their families and visitors to the academy.	All disability groups will be considered and expert advice sought.	Headteacher, Disability Team, Trust Estates Team.	As and when a new development is being planned.	
Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Braille Pictorial or symbolic representations Makaton. 	<p>1. Individual pupils and their families will be consulted as to their communication needs and what they need in order to ensure fair access.</p> <p>2. Outside agencies who work with our children will be consulted as to how best support our children.</p> <p>3. Staff training will reflect the communication needs of our cohorts.</p>	<p>SEND review meetings will be set up by the SENCO and Running Records completed taking into account all stakeholders' views including the child, teachers, support staff, and outside agencies.</p> <p>The SENCO will identify and implement training as required.</p>	<p>Class Teachers, SENCO, SENTA, Outside agencies.</p> <p>SENCO.</p>	<p>Termly or when a new need is identified.</p> <p>Annually.</p>	Information in the academy will be shared in such a way as to ensure it is accessible to all regardless of any disability.

4. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Body.

5. Links with other Policies

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Policy
- Intimate Care Policy
- Risk Assessment Policy
- Special Educational Needs and Disability Information Report
- Supporting Pupils with Medical Conditions Policy.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys.	1	N/A.	N/A.	N/A.
Corridor access.	Corridors are accessible for all users and have new LED lighting.	Corridors must be kept clear and well-lit at all times.	All Staff.	Ongoing.
Lifts.	0	N/A.	N/A.	N/A.
Parking bays.	1 disabled parking bay.	Parking bay is in place but markings have faded and need to be restored. Reminders to parents/carers and visitors that it is for the use of disabled badge holders only.	Headteacher, Trust Estates Team.	Ongoing. Dependent on Trust awarding funding.
Academy driveway.	There are separate driveways for pedestrians and vehicles.	To continue to seek an improved entrance with improved lighting for dark nights.	Headteacher, Trust Estates Team.	Ongoing. Dependent on Trust awarding funding.
External signage.	External signage is an area for development.	Some new signage has been installed but further directional signage is desirable as part of a driveway improvement scheme the academy would like to secure.	Headteacher, Trust Estates Team.	Ongoing. Dependent on Trust awarding funding.

Entrances.	The majority of entrances are accessible to all users. Where the access is not universal (Hall fire door) an alternative entrance is available.	A cancelled driveway scheme would have resolved this issue. The academy will continue to request approval of this for a future date.	Headteacher, Trust Estates Team.	Ongoing. Dependent on Trust awarding funding.
Ramps.	All classrooms now have ramp access. Only the hall still requires ramp access but alternative entrances are available.	A cancelled driveway scheme would have resolved this issue. The academy will continue to request approval of this for a future date.	Headteacher, Trust Estates Team.	Ongoing. Dependent on Trust awarding funding.
Toilets.	One disabled toilet.	Review periodically to ensure it meets the needs of the academy population.	Headteacher.	Annually.
Reception area.	The reception area is not currently accessible to all due to the height of the desk.	Office staff will be sensitive to visitors' needs and ensure they respond to individual needs sensitively. Any future developments will take into account all disabilities.	Headteacher, Office Staff, Trust Estates Team.	Ongoing. Dependent on Trust awarding funding.
Internal signage.	The academy does not have many internal signs due to the size of the site.	Signage will be discussed and developed.	Headteacher, Senior Leadership.	Ongoing.
Emergency escape routes.	All areas have an emergency escape route which is accessible to all and which is clearly signposted.	Emergency escape routes to have clear access maintained at all times.	All staff.	Ongoing.