

Accessibility Plan

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

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

John 10:10

Reviewed by:	C Stevens (Site Manager) July 2026
Reviewed by:	A Riding (Principal), July 2026
Review date:	July 2027
Signed:	Sue Kelly, Chair of Governors

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1. Aims

Academies 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 students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all our students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

St Bernard's is committed to welcoming all students. We are highly ambitious for all and will make the necessary adjustments to enable students to access a broad and balanced curriculum, participate in enrichment activities and access social time.

The school's own systems, policies and procedures should not in themselves act as barriers to students' achievement, engagement and success. Where this is the case, reasonable adjustments are made as appropriate.

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.

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.

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.

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

This article complies with our funding agreement and articles of association.

3. Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND	Our school offers a differentiated curriculum for all pupils through short-, medium- and long-term curriculum plans and quality first, differentiated teaching.	To continue to review and monitor high quality first teaching that meets the needs of individual pupils (Short term)	Continuing professional development of staff and sharing up to date learning needs of pupils	Senior Leadership team and SENDCo	Ongoing	All pupils to continue to receive high quality differentiated teaching which is monitored through student voice, learning walks and book-looks
	We use resources tailored to the needs of pupils who require support to access the curriculum, for example laptops, coloured books, scaffolded worksheets and pictorial support	To continue to provide resources for the classroom that meet the needs of individual pupils (Short term)	To continue to share information about the needs of pupils through pupil profiles and Go4Schools	SENDCo	Ongoing	Pupils with SEND to be provided with the correct resources in order to achieve their full potential which is monitored through student voice, learning walks and book-looks
	Medical information about pupils is shared with staff to ensure full access to the curriculum for all learner	To continue to share medical information and related strategies and adjustments with all staff (Short term)	To continue to share medical information and related strategies and adjustments with all staff	Deputy SENDCo	Ongoing	Pupils' medical needs are met in school and do not provide a barrier to learning in the classroom

ST BERNARD'S CATHOLIC HIGH SCHOOL

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with SEND	Curriculum progress is tracked for all pupils, including those with a disability	To continue to track progress through assessment data each term (Short term) in order to identify and intervene with underperformance (Medium term)	Continuing analysis and review of progress	Senior Leadership Team Middle Leader Team Class Teachers	Ongoing	Progress of students with SEND is monitored and reviewed and actions taken when pupils are not achieving in line with their targets
	The curriculum is reviewed to make sure it meets the needs of all pupils	To review whole school curriculum and subject specific curriculums to ensure it is inclusive and accessible to all pupils (Long term)	Review of curriculum offer and subject specific curriculums	Senior Leadership Team Middle Leader Team	Ongoing/Annual	The curriculum is inclusive and accessible to all pupils, including those with SEND
	The Inclusion Team and Student Support Assistants provide additional support to ensure students with SEND can fully access their learning by making reasonable adjustments, providing pastoral support and giving additional adult 1:1 support in the classroom	To identify and support pupils with SEND who require additional pastoral support or adult support in lessons (Short term)	Continue to identify and support pupils with SEND who require additional pastoral support through Pastoral Team meetings	SENDCo Senior Leadership Team	Ongoing (weekly)	Pupils with SEND have their pastoral and well-being needs met

ST BERNARD'S CATHOLIC HIGH SCHOOL

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment for students and visitors with SEND	Pedestrian approach to school is accessible	For the main entrance to be fully accessible (Short term)	Planned use of delegated, devolved and capital funding where eligible to improve where practicable issues identified on the audit to ensure full access	Finance & Operations Manager	Complete	For the main entrance to be fully accessible
	Marked disabled parking spaces available	For parents/students with a disability to be able to park close to the main entrance (Short term)	Planned use of delegated, devolved and capital funding where eligible to improve where practicable issues identified on the audit to ensure spaces available	School Business Manager/Principal Finance Officer	Complete	Spaces marked and available

ST BERNARD'S CATHOLIC HIGH SCHOOL

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment for students and visitors with SEND	Key external routes are accessible	To improve external routes including level changes	Planned use of delegated, devolved and capital funding where eligible to improve where practicable issues identified on the audit to ensure spaces available to ensure external routes are accessible	School Business Manager/Principal Finance Officer	Complete	Key external routes are accessible to all pupils and visitors with SEND

ST BERNARD'S CATHOLIC HIGH SCHOOL

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment for students and visitors with SEND	Main entrance accessible	To ensure entrance into the building is fully accessible (Short term)	Planned use of delegated, devolved and capital funding where eligible to improve where practicable issues identified on the audit to ensure spaces available to ensure that the main entrance is accessible	School Business Manager/Principal Finance Officer	Complete	Main entrance is accessible to all pupils and visitors with SEND
Improve and maintain access to the physical environment for students and visitors with SEND	All internal doors are now DDA and Fire Compliant, clearly identified fire doors are now hold open improving through flow of occupants	To make other entrances and exits, including internal doors accessible (Short term)	CIF Bid for Life and Fire Safety works in order to replace all internal doors, making them fire and DDA compliant	School Business Manager/Principal Finance Officer	Complete	All entrances, exits and internal doors accessible

ST BERNARD'S CATHOLIC HIGH SCHOOL

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment for students and visitors with SEND	Key areas in school are accessible	To make all corridors and activity spaces accessible, addressing vertical movement and internal change (Medium Term)	Investigate funding via RMBC accessibility grants for internal wheelchair lifts to remove steps between since and reception and also steps between reception and main hall/dining	School Business Manager/Principal Finance Officer	Academic Year 2024/2025	All areas of school accessible
	Toilets for people with disabilities are available throughout school	To ensure toilets for people with disabilities are available throughout school (Short Term)	To ensure toilets for people with disabilities are available throughout school	School Business Manager/Principal Finance Officer	Complete	Toilets for students and visitors with disabilities are available throughout school
	Staff room and kitchen facilities accessible	To ensure visitors and staff can access the staffroom (Short Term)	To upgrade staffroom to ensure they are accessible to staff and visitors	School Business Manager/Principal Finance Officer	Complete	Staff room accessible
	Evacuation procedure in place for pupils and visitors with disabilities	To ensure escape procedures in place for pupils, Staff and visitors with disabilities (Short Term)	Personal Emergency Evacuation Plan (PEEP) to be put in place for Pupils, Staff and Visitors as and when required.	School Business Manager/Principal Finance Officer	On-going	Evacuation procedures in place for pupils, Staff and visitors with disabilities

ST BERNARD'S CATHOLIC HIGH SCHOOL

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improving the delivery to disabled pupils/visitors of information which is readily accessible to pupils who are not disabled	Enlarged font provided to pupils with a visual impairment	For pupils who are visually impaired to be able to access learning resources (Short term)	Ensure that enlarged font is being provided to students who need this through sharing relevant information and requirements with staff	SENDCo	Ongoing	Pupils with a visual impairment to access learning resources
	Teacher use of hearing equipment in the classroom for pupils with hearing impairment and placement of pupils in recommended areas of the classroom as recommended by the Hearing Impairment Team	For pupils with a hearing impairment to be able to access and understand all learning (Short term)	Staff to be updated on the support required in the classroom for students with hearing impairments	SENDCo	Ongoing	For pupils with a hearing impairment to be able to access and understand all learning
	Written material in alternative formats available on request	To ensure our website is fully accessible to all stakeholders	Consider developing the website further to include access instruction – e.g. enlarge text/google translate Ensure it is clear that all stakeholders can request paper copies and if needed, we can adapt these	SENDCo and School Business Manager/Principal Finance Officer	Academic Year 2022/2023	Website fully accessible for people who have a 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 reviewed by the School Business Manager/Principal Finance Officer. It will be approved by the Chair of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality policy
- Special educational needs (SEND) information report and policy
- Supporting pupils with medical conditions policy