



## Strategic Equality Plan 2024-27

### **St Bernadette's Catholic Primary School Accessibility Plan 2024-27**

At St Bernadette's Catholic Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that all children are recognised, celebrating their uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

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:

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

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.



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**1 Increasing the extent to which all pupils can access the school curriculum c/f SIP 2024-25 – Priority 1 Diversity**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
Short Term	1. To promote understanding and respect for difference by raising awareness of Equity, Diversity and Inclusion (EDI)	<p>Priority 1 on SIP 2024-25. Shared with all staff and governors and child friendly version developed by School Council</p> <p>Parental, Staff, Pupil and Governor questionnaire to be shared</p> <p>Staff training to ensure good understanding and how to implement effective strategies</p>	<p>Diversity is a major focus throughout the school and its community</p> <p>Results to be used to provide targets</p> <p>SLT training AOLE leads training INSET day Cluster collaboration</p>	<p>Summer 2024 – ongoing</p> <p>Autumn 24</p> <p>Sept 2024 Aut 1 2024 25.10.24 8.11.24</p>	See SIP Priority 1 2024-25
Short Term/ Ongoing	2. For all staff to be aware of the needs of pupils with Disabilities and other medical conditions.	<p>During the first Twilight INSET each term, provide the staff with an update of pupils with medical conditions / disabilities.</p> <p>If a child suddenly develops a condition or we have a new arrival to the school update staff on the condition and provide information</p> <ul style="list-style-type: none"> <li>to the class teacher immediately</li> <li>To the staff the next Twilight INSET Session.</li> </ul>	Staff will identify learners who have additional learning needs. Planned activities meet the needs of all learners.	September – July Ongoing	Ongoing advice and guidance during INSET and in both informal and formal discussions ensure that all staff are aware of pupils with disabilities and are ensuring full access to the curriculum for all learners.



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Short Term/ Ongoing	3. To provide effective interventions to address the needs of all pupils	<p>i) Provide differentiated activities, providing accessibility and challenge for all pupils</p> <p>ii) Deliver interventions: e.g. Elklan, Group targeted reading, Maths, Wellcomm, SAIL, Rainbow Readers, Language Links, Handwriting Motorway and Precision Teaching</p> <p>iii) Continue to monitor and identify the well- being of all pupils – PASS (KS2), Pupil questionnaires, Thrive whole school assessment, ELSA, Jigsaw</p> <p>iv) Seek advice from external partners and/ or outside professionals.</p> <p>v) Provide support for pupils with additional and specific needs e.g. VI, HI, Selective Mutism, SPLD, dyslexia, EAL. Anxiety issues</p>	<p>All pupils receive the appropriate support needed to make progress and develop self-confidence.</p> <p>Group and individual plans in place</p> <p>Parents, teachers and outside professionals work in partnership to provide the most appropriate support. Pupils access the curriculum to the best of their ability.</p>	<p>September – July Ongoing</p> <p>Aut A Baseline Pupil Questionnaire Spring term PASS summer term Termly Thrive w/s assess introduced Sum 2020.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Inclusive and flexible approach to teaching and learning- differentiation as part of normal school practice Early identification of additional needs which could impact on their learning</p> <p>Results from intervention to show impact. Analysis and progress termly by ALNCO + SLT</p> <p>Teachers work with parents and The Education Service to support pupils.</p>
Short Term/ Ongoing	4. To provide resources and support for pupils with complex medical/learning difficulties	i) Liaise with outside health professionals, specialist teachers, speech therapists and occupational therapists to plan and provide support and effective learning strategies.	Pupils with complex medical and /or learning difficulties such as Autism learn to interact and	Teaching and learning strategies and individual pupils are reviewed and amended as needed.	Pupils with complex needs may be supported within the mainstream learning environment, in line with the wishes of their parents.



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		<p>ii) Provide additional learning resources and aids e.g. visual timetables, traffic lights, use of BSL signing and PECS (total communication system).</p> <p>iii) Provide Risk Assessments and Care Plans for pupils with complex needs. Provide PEEP and PHP plans Provide PEP plan for CLA children</p>	<p>communicate their needs.</p> <p>All staff are familiar with plans and how to implement them. All staff aware of pupils needs. Needs of disabled pupils are considered</p>	<p>Reviewed in line with medical advice given</p>	<p>Pupils develop their speech, language and social communication skills.</p> <p>BSL is taught throughout the school as part of LLC</p> <p>The immediate health, safety and well –being of the pupil is secured.</p>
Medium Term	<p>1. Continue to liaise with all staff in order to monitor pupil progress and to maintain effective support.</p>	<p>i) Staff ensure 'Pupils of Concern' data is collected and updated when necessary to fully inform ALNCO of needs of all children</p> <p>ii) Monitor pupil progress and analyse results. HT to meet termly with Teachers to discuss pupil progress and targets</p> <p>iii) Set targets. Conduct initial/final assessments</p> <p>iv) Use data to inform planning and effective interventions.</p> <p>v) Liaise with parents – provide reports</p>	<p>ALNCO and relevant staff aware of ongoing needs of children</p> <p>Pupils gain self - esteem and confidence. Develop independent working.</p>	<p>ALNCO to use information when needed e.g. to create an IDP</p> <p>Ongoing reporting as agreed for individual interventions</p>	<p>Trail of information helps to form a full picture of the children of concern</p> <p>Proven interventions are used effectively to raise standards.</p> <p>Individual support is adapted or changed to meet changing needs.</p>



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Medium term/ ongoing	2. Continue to liaise and work with the advice of outside professionals.	<ul style="list-style-type: none"> <li>i) Implement specialist programmes of work.</li> <li>ii) Implement learning and teaching strategies.</li> <li>iii) Monitor progress and update targets with advice.</li> <li>iv) Collaborative planning and evaluation of pupil progress by all staff</li> <li>v) Continue to monitor well-being of pupils – amend Risk Assessments and Care Plans as needed. (c/f short term target 1)</li> </ul>	<p>Pupil makes progress from their own benchmarks.</p> <p>Pupil is given appropriate targets which ensure measure of success.</p> <p>Pupils receive the 1:1 support necessary to take account of their individual needs.</p>	<p>Termly or more frequently as required</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff employ a variety of teaching and learning strategies and techniques to provide an appropriate learning environment.</p> <p>Effective deployment of human resources</p> <p>Inclusive practice</p> <p>VIT team attend weekly to support</p> <p>Health professional provided sickle cell training.</p>
Medium Term /ongong	1. Promote in service training of staff.	<ul style="list-style-type: none"> <li>i) Annual INSET training for Equalities expectations and Policy</li> <li>ii) All staff Rolling programme to update training</li> </ul> <p>Staff attend relevant courses e.g. ACEs, visual impairment, autism, handwriting motorway, precision teaching, Thrive, ELSA</p>	<p>Staff are trained to deliver learning interventions and to support individual and groups of children.</p> <p>ALNCo keeps up to date with current initiatives and county</p>	<p>Ongoing</p> <p>VI training to all teachers in 2020-21</p> <p>Individual training for 1:1 support and staff working directly with VI on at least an annual basis.</p> <p>Support is accessed</p>	<p>Inclusive practice</p> <p>SLT Thrive training Spr 2021</p> <p>Sickle cell training delivered to all staff by ALNCo 2024.</p> <p>Autism training for new TAs Aut 2024</p>



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		<p>iii) ALNCo attends training courses relating to additional needs.</p> <ul style="list-style-type: none"> <li>- SLT Thrive training attended with HT</li> </ul> <p>iv) ALNCo attends professional development sessions including ALNCO cluster forum meetings</p> <p>v) ALNCo up to date with upcoming ALNET changes and to disseminate to all staff</p> <p>vi) ALN to be included on INSET timetable and included in GB meetings</p>	<p>policies regarding ALN and inclusion.</p> <p>Staff aware of changes</p>	<p>on top of this whenever needed.</p> <p>Termly</p> <p>Ongoing INSETs: ALN updates IDPs Thrive NAS Any medical needs arising e.g. Epipen</p>	<p>2.9.24 SPLD advisor, Laura Davies – w/staff training on accessing reading for all</p> <p>Positive Handling Training revisit 2023</p> <p>Inclusive practice is well established</p> <p>Any new legislation is in place New staff receive induction training. The ALNCo will ensure any necessary info is disseminated</p> <p>Bronze Dyslexia Award achieved. School working towards Silver Award</p>
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## 2 Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term/ Ongoing	To <b>continue</b> to make the curriculum and extra –curricular activities accessible to a wide range of pupils	<p>i) Provide resources for VI pupils e.g. worksheets in alternative colours black print on yellow buff. IT equipment etc. 'Modifying resources for VI' training attended by ALNCo and TA (CS) 13.3.21</p> <p>ii) Continue to implement Thrive whole school assessment. Continue to administer and analyse results of PASS questionnaire, to provide pastoral support for pupils who have emotional needs that impact on learning.</p> <p>iii) Continue to evaluate impact of previous curriculum reviews in KS2</p> <p>iv) Review the ALN Policy in line with review cycle</p>	<p>More provision for pupils with visual disabilities.</p> <p>More support for pupils with emotional needs</p> <p>Amendments to Contexts for Learning and SOWs</p> <p>Revised Policies.</p> <p>More opportunities available to pupils.</p> <p>Staff to be deployed Timetable and provisional plan put into place and shared with all staff.</p>	<p>Ongoing</p> <p>Thrive targets to be set for identified pupils. Staff to inform SLT including ALNCo if any child needs to be targeted Thrive sessions to be delivered by dedicated Thrive practitioner for identified pupils. ELSA sessions provided for pupils who are targeted through analysis of PASS questionnaire. Rainbow programme also provided for those who have been through loss.</p> <p>Ongoing</p>	<p>A curriculum that is more inclusive for all pupils.</p> <p>More pupils gain access to the curriculum.</p> <p>Wider range of opportunities for pupils.</p> <p>Pupils' well-being is supported and provides opportunities for all pupils to work towards their full potential</p> <p>Pupils to take part in educational trips – Evolve system used to support</p>



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		<p>iv) Review and be mindful of any further opportunities for extra-curricular activities. v) Be mindful of the needs of ALN pupils during statutory tests.</p> <p>Staff training to be undertaken</p>	<p>HT undertaken Activity Inclusion Model and STEP framework training to increase awareness of accessibility for all. All staff to undertake training in INSET</p>		<p>the risk assessment process</p> <p>AIM model provides disabled pupils with appropriate activity opportunities to realise their full potential through <b>Open, Modified, Parallel</b> and <b>Specific</b> options relevant to the activity and our setting.</p>
Medium Term	To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.	<p>i) Continue staff training for specific ALN conditions. ii) Maintain and develop TA support across the school for ALN pupils. iii) Continue to monitor short term planning for differentiation.</p>	<p>More specialised CPD.</p> <p>Improved pupil outcomes Wider range of teaching styles used.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff well equipped to deliver interventions.</p> <p>More pupils gain access to the curriculum.</p> <p>Improved confidence in staff for ALN pupils.</p>
Long Term	Review short- and medium-term targets and implement recommendations.	Ensure Inclusion issues are discussed with staff	Whole school focus on Action Plan.	As detailed on SIP	Raised profile on Inclusive issues.



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### 3 Improving the physical environment of the school for disabled pupils/staff/visitors

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short Term</b>	i) To ensure any further alterations are fully accessible to pupils/staff/visitors with as wide a range of disabilities as possible. ii) To continue to look at ways of improving the existing building with regard to disability.	To ensure discussion on any future plans include H & S and address the Disability Equality Duty (DED) and Equality Act 2010.	Any new works are compliant with DED and Equality Act 2010.	Ongoing	Any new works are accessible to pupils/staff/visitors with as wide a range of disabilities as possible.
		When replacing fittings e.g. floor tiles or redecorating, ensure replacements comply with the DED and Equality Act 2010.  For VI, repaint edging strips Caretaker to repaint all edging paint and maintain	All new expenditure considers DED and Equality Act 2010  Make edgings more visible to disabled visitors	Annually	All new expenditure on premises complies with DED and Equality Act 2010. Edgings painted – need to paint top of fences
		Ensure Auditory fire alarm in place. Hand Held Bells to be in place throughout school at entrances PEEP in place for identified children	Hand held bells in place  Staff aware of PEEP – adjusted whenever necessary	Reviewed annually	System in place in case of electrical failing  Safe evacuation of all pupils in case of fire or lockdown



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<b>Medium Term</b>	i) Any future decoration of building to cater for visually impaired pupils/staff/visitors.	To continue to take advice on colour schemes.	Improved classroom decoration.	Ongoing	Greater accessibility and comfort for pupils/staff/visitors
	Railings in contrasted colours	Railings too similar to background – bright colours to make them more visible	Greater awareness of barriers	Summer 2022	
<b>Long Term</b>	i) Make the school fully accessible.	Arrange for a person from the inclusion team to advise on accessibility around the school	Improvements are suited to pupils with disabilities.	February 2022	Met with D.Palfrey. School have systems in place for accessibility
		Entrance buzzer lowered for ease of access			
		Automated doors Electronic doors that open when button pressed	Wheelchair access improved	To be agreed by the LEA	Front entrance of the school more accessible
		Accessible toilet not compliant - width of hallway, strange doorway. Door to be bolted and more accessible handle put on outside of door	Ask advice from inclusion team	Sept 2022	Advice gathered Feb 22 Door now bolted and more accessible
		Narrow doorway off hall into classroom	Hall to Y5. Y5 to outside	Class will be moved to ensure provision if disabled pupils	



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	Electric front gates	Contact Council for quotes Ask for safeguarding purposes Apply through contingency	Safer more secure grounds	October 2022	Only Staff in control of access through the gates
	Safeguarding entrance to school	Wall/Door to be built to separate foyer from staff room and office Contact council for quote	Protection for staff	October 2022	Extra security for staff

#### 4 Improving the delivery of information to disabled pupils/staff/visitors.

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short Term</b>	To continue to improve communication with disabled pupils/parents/staff/visitors	<p>i) To continue to ensure the school website is updated, clear, simple and easy to use.</p> <p>ii) To monitor the Parent Mail service – Parents’ evening</p> <p>iii) To provide any family in need the communication details for advice and support from Family Gateway Tel 03000 133 133 <a href="https://www.cardiffamilies.co.uk/cardiff-family-gateway/">https://www.cardiffamilies.co.uk/cardiff-family-gateway/</a></p> <p>iv) To use the services available through the LA for converting formats into alternative forms.</p>	<p>Increased number of users on the website.</p> <p>The Gateway provides information, advice, assistance and contact details on a wide range of topics for family support</p> <p>Increased variety of information available as required</p>	<p>Ongoing</p> <p>Immediate as required</p> <p>As required</p>	Efficient and improved delivery of information to all pupils/parents/staff/visitors



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<b>Medium Term</b>	To consult with Disability Information Service about the best way to make information available to users.	To increase levels of awareness amongst staff responsible for information.	Increased variety of information available.	Ongoing	Delivery of information to disabled pupils/parents/staff/visitors improved.
<b>Long Term</b>	To review progress made in short term and long-term targets.	To plan for the next stage.	Wider understanding of issues involved.	Ongoing	Improved delivery of information to disabled pupils/parents/staff/visitors.
	Parent Pay System	i) Parent Pay is set up by all parents, not only for paying for lunches but also for school trips. ii) Information shared with parents on how to set up parent pay. Support can be provided from the school office administration	Methods for payment are easier. Parents are able to keep a better track on payments made and when payments need to be made. Increased sharing of information for parents.	Ongoing	Parents use parent pay as the method of dinner, school trip and any other school payments.