

# Accessibility Plan

St Bede's Catholic Primary  
School, Jarrow



Inspired by Jesus - to care, to serve, to do our best

Date:	March 2025
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## Introduction

Definition of Disability under the Equality Act 2010 states that a person has a disability if:  
“They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities”.

This plan has been written to ensure that St Bede's Catholic Primary School meets the necessary requirements for accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014 (Updated April 2020).

St Bede's recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

St Bede's aims 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.

St Bede's provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The three areas to be considered in the action plan are:

- a) Improving education and related activities: St Bede's will seek and follow the advice from BCCET, LA services, such as specialist teacher advisors and SEND advisors, and of appropriate health professionals from the NHS Trust.
- b) Improving the physical environment: St Bede's will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- c) Improving the provision of information: St Bede's will make itself aware of the local services, including those provided through the LA, for providing information alternative formats when required or requested.

## Contextual Information

St Bede's is a large, two storey building. It currently accommodates Early Years Foundation Stage and Key Stage 1 pupils downstairs and Key Stage 2 pupils upstairs. At present, access to the second floor is currently only accessible via two, large stairwells. Two of our school entrances include ramp access, with wide doors for ease of entry. The main entrance has been fitted with a low reception hatch - this being fully accessible to wheelchair users. There is a disabled toilet available in the downstairs corridor. This has been fitted with a handrail and a pull emergency cord. All corridors are wide and spacious. One of our cloakrooms is fully accessible because of its flat flooring. The other cloakroom however, involves step access.

## Information About the School's Disabled Population

The school's population can include children who have special educational need or disability. Some children have moderate and specific learning difficulties. Home visits are undertaken prior to children joining our Nursery class. Here, any additional needs or requirements are identified and discussed. The Local Authority and health advisers are contacted for support and guidance. Staff are trained in the use of epipens, anti-epileptic drugs and asthma inhalers and several members of staff hold current first aid qualifications. Transition meetings are held between class teachers each year. A thorough system of regular reviews takes place for children on the SEND register and for those who have disabilities. Where children have significant health problems, all appropriate adults are informed.

## Current Provision

Staff are highly aware, by effective communication, of the issues faced by pupils with a disability and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

## Provision in an Emergency

Children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

## Monitoring and Evaluation

This plan was approved in March 2025 by \_\_\_\_\_. It will be reviewed in March 2028.

<u>Area of Development</u>	<u>Action</u>	<u>Timescale</u>	<u>Involvement</u>	<u>Suggested Impact</u>
<u>Staff training</u>	<p>NPQSENDCo</p> <p>An Introduction to Self and Co-Regulation</p> <p>An Introduction to De-Escalation</p> <p>Ranges Training</p>	July 2025	<p>KM</p> <p>All teachers</p> <p>All teaching assistants</p>	<p>Effective leadership of SEND</p> <p>Staff are equipped with the knowledge and skills required to effectively support pupils</p> <p>Ranges recorded on IEP's are accurate and up to date</p>
<u>Interventions</u>	<p>Create intervention timetables</p> <p>Monitoring of interventions</p> <p>Record work in intervention books / folders</p> <p>Develop EYFS / KSI intervention space</p> <p>Mirror EYFS interventions throughout KSI</p>	July 2025	<p>KM / MH</p> <p>All teachers</p> <p>All teaching assistants</p>	<p>Time is dedicated specifically to targeted interventions each day</p> <p>Pupils with SEND make more rapid progress</p>
<u>Toolkits</u>	All SEND pupils have a personalised Toolkit readily available	December 2024	<p>KM</p> <p>All teachers</p>	<p>SEND pupils are able to communicate which resources support them in their learning</p> <p>SEND pupils are able to instantly and independently access helpful resources in lessons</p>
<u>Class Calm Corners</u>	All classrooms have an accessible Calm Corner	December 2024	<p>KM</p> <p>All teachers</p>	SEND pupils have a designated area to access nearby when feeling dysregulated
<u>IEP development</u>	Create a new IEP format	January 2025	KM	IEP's are useful for the school SENDCo, teaching staff and parents
<u>Communication</u>	Arrange for telephone call review meetings to take place, as well as face to face meetings	September 2024	<p>KM</p> <p>All teachers</p>	<p>Regular communication between home / school takes place</p> <p>Families are well supported</p>
<u>Social, Emotional and Mental Health</u>	Roll out the Zones of Regulation in each classroom	September 2025	<p>KM</p> <p>All teachers</p>	Learners are able to recognize and regulate their feelings, energy and emotions.
<u>Adaptive Teaching</u>	Create an adaptive teaching checklist for staff	September 2025	KM / MH	All staff are skilled at adapting lessons for learners
<u>Marking Policy</u>	Create a marking code for SEND pupils	September 2025	KM / MH	The ways in which lessons have been adapted for pupils is evident in work books.
<u>Provision Map</u>	Create a whole school provision map	July 2025	KM / MH	The interventions, support and additional staffing that is offered to learners is documented.