



The Catholic Schools of the Waveney Valley

<b>Accessibility Plan 2026-2029 - BNT</b>	
Reviewed by:	Mr Patrick Kennedy Executive Head teacher
Approved by:	Governing Body
Status & Review Cycle	Statutory Annual
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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.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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. Schools are required under the Equality Act 2010 to have an accessibility plan.

The St Benet's Accessibility Plan will:

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

This Accessibility Plan will be published on the school website.

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- Health and Safety
- Administering medicine policy

## **OUR AIMS**

St Benet's Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind.

Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

## **THE SCHOOL**

St Benet's Catholic Primary School is a mixed mainstream school for pupils aged 4 year to 11 years old. The school comprises of two buildings (referred to as the Main School and Early Years Building).

The main school is over two floors with disabled access via ramps into the side of the building and directly into the library on the ground floor. There is no lift to the upper floors. There is access to a disabled toilet through the school hall.

The school hall is fully accessible. Beech Class (Years R, 1 & 2) is on the ground floor in the Early Years building and Rowan (Years 3 & 4) and Oak (Years 5 & 6) are on the first floor of the main building. Classrooms can be relocated downstairs to accommodate pupils with additional needs.

The Early Years building has disabled access via a ramp and has a disabled toilet available with a pull cord/alarm for assistance. The school playgrounds and the playing field are accessible to anyone in a wheelchair.

## **CURRENT ARRANGEMENTS**

When a pupil starts at St Benet's their parent is asked to complete a personal details form which asks them to identify any diagnosed condition.

For long term physical conditions which may require a wheelchair or problems climbing stairs the Early Years building which houses our Reception, Year 1 and Year 2 children, has suitable disabled access and toilet facilities to be able to accommodate a pupil with mobility issues.

However, as the main school building is on two levels, we would accommodate long term mobility issues by allocating the current library back to a classroom to the cohort with the disabled pupil in and moving the teacher as appropriate at the change of school year.

This would mean that the cohort was in the same classroom for four years while the teachers changed, but would ultimately allow us to accommodate a child with mobility problems. It does mean however, that we could in reality only have one pupil with mobility issues enrolled at the school at any one time due to the constraints surrounding access.

The Early Years building could not be used for other year groups as it is set up and arranged solely for the use of Reception/KS1 children who require more room for more practical learning experiences.

For a pupil in KS2 who has temporary mobility issues and requires a wheelchair (e.g. a broken leg) we would accommodate them by providing them with a desk in the library and teaching assistant support made available. The teacher would set work for them as usual and, where possible, a link to live lessons in the classroom may be set up; the teacher will check throughout the day that progress is being made.

## **EDUCATION AND RELATED ACTIVITIES**

The continuous improvement of teaching and learning lies at the heart of the ethos of the school. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning that meets the needs of all children.

The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities.

This may include the deployment of teaching assistants appropriate to facilitate participation. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils.

The curriculum will also include opportunities to raise awareness of disability in order to promote understanding. Teachers and teaching assistants attend SEND training as appropriate to support specific needs.

Teachers work closely with TAs to address pupil targets and liaise with specialist and support services. Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies. All pupils are encouraged to take full part in all areas of the curriculum.

Pupils with disabilities are fully included in drama productions, music, PE and assemblies and are encouraged to join after-school clubs, leisure, sporting and cultural activities.

School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment. The school will continue to seek and follow the advice of appropriate specialists such as professionals from Inclusion Support services and the appropriate health and well-being professionals from local NHS Trusts.

## **PROVISION OF INFORMATION**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given either overlays, printed copies of texts enlarged / provided with an iPad to zoom in on text and images, or information is written down for them.

Access Arrangements are put in place when pupils sit Standard Assessment Tests (SATs) such as printing test papers on coloured paper and ordering enlarged print versions of test papers. Pupils' views on their preferred means of communication is taken into account through pupil conferencing.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are available for staff in the staffroom and in the medical folder in the main office.

Information regarding these children is passed on to lunchtime supervisors and supply or visiting teachers. Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments. Copies of care plans are included as part of the trip/visit documentation.