

# St Bede's School

# Accessibility Plan

## 2016 - 2019

### **1 Rationale**

- 1.1 We want all our children to enjoy their time at St Bede's School, and to be challenged to achieve their very best. We want them to consider their time at our school as their own learning journey.
- 1.2 At our school, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.
- 1.3 We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our children matter.
- 1.4 This plan also applies to children in the Early Years Foundation Stage (EYFS).

### **2 Purpose of Plan**

- 2.1 This plan shows how St Bede's School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents, carers and visitors.
- 2.2 Definition of disability for the purposes of this plan: a person has a disability if s/he has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

### **3 Background**

- 3.1 St Bede's School has three key duties towards disabled pupils under Schedule 10 of the Equality Act 2010, Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2015):
  - 1. not to treat disabled pupils less favourably for a reason related to their disability;
  - 2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
  - 3. plan to increase access to education for disabled pupils.
- 3.2 This plan sets out the School's proposals to increase access in the three areas required by the planning duties:
  - a) Increasing the extent to which disabled pupils can participate in the school curriculum;
  - b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 3.3 It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary. Below is a set of action plans showing how St Bede's School will address the priorities identified:

| <b>INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM</b> |  |  |                                  |   |
|--|--|--|----------------------------------|---|
| <b>TARGET</b>  | <b>STRATEGIES</b>  | <b>TIME-SCALE</b>                                | <b>RESPONSIBILITY</b>            | <b>SUCCESS CRITERIA</b>   |
| To ensure all staff have specific training on disability issues                                | Provide in-house training and discussion related to SEND issues  | Christmas Term 2016 and ongoing                  | SMT                              | Staff knowledge of specific disabilities raises confidence with pupil disability          |
| All staff to be aware of needs of pupils with SEND or other medical conditions                 | Create IEP and/or access plans according to need - make all staff aware of needs                         | Ongoing  | SENCO                            | Members of staff are aware of SEND pupils and are fully aware of how to support them      |
| To analyse the achievements of vulnerable pupils and act on trends that may need extra support | SMT to review data and ensure, through progress meetings, that pupils receive required support           | Easter Term 2017 and ongoing                     | SMT                              | Termly monitoring of the vulnerable pupils to ensure progress is being made and evidenced |
| To increase confidence of using IT to support learning   | Ensure soft/hardware installed in all learning areas - provide training                                  | Christmas Term 2016                              | Headmaster and Estate Management | Wider use of IT with SEND and all pupils in learning areas                                |
| To explore possibility of achieving Dyslexia Friendly Status.                                  | Review current practises, provide up to date CPD for staff   | Christmas Term 2017 and Easter Term 2018         | SENCO                            | Application and achievement of Dyslexia Friendly Status                                   |
| To purchase resources to support pupil's access to the curriculum                              | Purchase items (IT soft/hardware, writing slopes, colour overlays, reading materials) required by pupils | Research items and purchase as and when required | Bursar / SENCO                   | Evidence the use of this equipment and track its usefulness                               |

| <b>IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE ACCESSIBILITY FOR MEMBERS OF THE SCHOOL COMMUNITY WITH DISABILITIES</b> |   |                         |                                  |   |
|---|---|-------------------------|----------------------------------|---|
| <b>TARGET</b>   | <b>STRATEGIES</b>   | <b>TIME-SCALE</b>       | <b>RESPONSIBILITY</b>            | <b>SUCCESS CRITERIA</b>   |
| To ensure all disabled ramps are in good working order  | Check all of the ramps, ensuring they are durable and fit for purpose | Easter 2017 and ongoing | Headmaster and Estate Management | Damage to ramps to be rectified to ensure they can be used for wheel chair access |
| To ensure all disabled pupils can be safely evacuated   | Revisit system to ensure all staff are aware of responsibilities      | Christmas Term 2016     | SENCO                            | All disabled pupils are kept safe during fire evacuations and drills              |

|  |   |                                 |                                  |  |
|--|---|---------------------------------|----------------------------------|--|
| To ensure all school visits and trips accessible to all pupils   | Ensure venues and transport are vetted for suitability        | Ongoing                         | Staff                            | All pupils are able to access educational visits and participate |
| To ensure visually impaired pupils can access school environment | Research improvements to audit school environment             | Christmas Term 2017 and ongoing | Headmaster and Estate Management | Adjustments are made according to audit outcome                  |
| To ensure access in and out of the coded main school doors       | Lower which allows wheelchair users access out of main school | Easter Term 2018                | Headmaster and Estate Management | Button lowered to allow disabled access from school              |

**IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION WHICH IS READILY ACCESSIBLE TO PUPILS WHO ARE NOT DISABLED**

| <b>TARGET</b>  | <b>STRATEGIES</b>   | <b>TIME-SCALE</b>               | <b>RESPONSIBILITY</b>    | <b>SUCCESS CRITERIA</b>   |
|--|---|---------------------------------|--------------------------|---|
| Review information to ensure it is accessible                | Provide website info, Facebook and letters clearly - office will assist form completion | Christmas Term 2016 and ongoing | SMT and applicable staff | All parents to receive information in a form that they can access |
| Provide information in other languages for pupils            | Use of children and staff with dual language skills                                     | Christmas Term 2016 and ongoing | Staff and pupils         | New pupils can access translation and feel supported / included   |
| Discuss access to information in all parent/teacher meetings | Ask parents about preferred formats for accessing information                           | Easter Term 2017                | Staff and parents        | Staff are more aware of preferred communication adjustments made  |
| Ensure staff are aware of guidance on access formats         | In-house training and discussion on use of different resources                          | Summer Term 2017                | SENCO and Key Workers    | Pupils who require specific resources have them readily available |
| Improve delivery of information in approp. format            | Suitably enlarged, clear print and use of laminates                                     | As and when required            | Staff                    | Ongoing appropriate use of resources                              |
| IEPs to be as accessible as possible                         | Parent questionnaire and change of IEP format   | Easter Term 2018                | SENCO                    | Appropriate feedback on clarity of IEPs is put into place         |

Headmaster  
November 2016

Director of Studies  
November 2016