



**St Bede's**  
Catholic School  
& Sixth Form College



# ACCESSIBILITY PLAN

September 2021 – August 2024

Date policy last reviewed:			
	Executive Headteacher	Date:	
	Chair of Local Governing Committee	Date:	

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## **Statement of intent**

St. Bede's Catholic School and Sixth Form College is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every student is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent and student voice.

This policy must be adhered to by all staff members, students, parents and visitors.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- ◆ United Nations Convention on the Rights of the Child
- ◆ United Nations Convention on the Rights of Persons with Disabilities
- ◆ Human Rights Act 1998
- ◆ The Special Educational Needs and Disability Regulations 2014
- ◆ Education and Inspections Act 2006
- ◆ Equality Act 2010
- ◆ The Education Act 1996
- ◆ The Children and Families Act 2014
- ◆ The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- ◆ DfE (2014) 'The Equality Act 2010 and schools'
- ◆ DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with other school policies including:

- ◆ Equality Policy
- ◆ Special Educational Needs and Disabilities (SEND) Policy
- ◆ Admissions Policy
- ◆ Behavioural Policy
- ◆ Supporting Students with Medical Conditions Policy
- ◆ Anti-Bullying Policy
- ◆ Curriculum Policy
- ◆ Health and Safety Policy
- ◆ School Development Plan
- ◆ Data Protection Policy

## **2. Definitions**

A person is defined as having 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.

In line with the Equality Act 2010, the school does not unlawfully discriminate against students because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **3. Roles and responsibilities**

The Local Governing Committee will be responsible for:

- ◆ Monitoring the Accessibility Plan.
- ◆ Approving the Accessibility Plan before it is implemented.

The Executive Headteacher will be responsible for:

- ◆ Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Local Governing Committee.
- ◆ Ensuring that staff members are aware of students' disabilities and medical conditions where necessary.
- ◆ Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- ◆ Consulting with relevant and reputable experts if challenging situations regarding students with disabilities arise.
- ◆ Working closely with the Local Governing Committee, Local Authority and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- ◆ Working closely with the Executive Headteacher and Local Governing Committee to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- ◆ Acting in accordance with this policy and the Accessibility Plan at all times.
- ◆ Ensuring that their actions do not discriminate against any student, parent or colleague.

All staff members and members of the Local Governing Committee will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support students with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

## **4. Accessibility Plan**

The school's Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents and visitors to the school within a given timeframe. The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- ◆ To increase the extent to which students with disabilities can participate in the curriculum
- ◆ To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
- ◆ To improve the availability and delivery of written information to students, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the Local Authority where necessary, in order to effectively develop and implement the plan. The Local Authority will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The Local Authority will also provide auxiliary aids and services where necessary to help the school provide suitable support to students with disabilities.

An access audit will be undertaken by the Local Governing Committee and SENDCO every year.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. The Accessibility Plan will be published on the school website.

## **5. Equal opportunities**

The school strives to ensure that all existing and potential students are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities.

Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities.

## **6. Admissions**

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all students and potential students.

The school will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future students in order to facilitate advanced planning. Prospective parents of statemented students, and students with SEND, are invited to a transition meeting prior to the student starting school in order to discuss the student's specific needs.

## **7. Curriculum**

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs. No student is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all students to feel secure and make progress.

The Subject Leaders for each subject and the SENDCO will work together to adapt a student's support plan, with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.

Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis. The class teacher, in liaison with the student and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons

will be adapted, wherever possible, to allow students with disabilities to participate in lessons.

There are established procedures for the identification and support of students with SEND in place at the school. Detailed student information on students with SEND are given to relevant staff in order to aid teaching, e.g., student passports.

Specialist resources are available for students with visual impairments e.g., resources with large print. Learning Support Assistants are deployed to implement specific intervention programmes e.g., literacy and numeracy.

## **8. Physical environment**

The school is committed to ensuring that all students, staff members, parents and visitors have equal access to areas and facilities within the school premises. Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access.

An ongoing programme of works recognises and addresses any areas that students with disabilities may find more difficult to negotiate. This includes improved lighting and corridor flooring for those who are visually impaired.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. It also has specialist toileting provision for students in need of intimate care.

## **9. Monitoring and review**

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The Local Governing Committee and Executive Headteacher will review the policy in collaboration with the SENDCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

## 5. Equal opportunities

Targets	Strategies	Timescale	Desired Outcome
To ensure that the Local Governing Committee is fully aware of Accessibility Plan.	Executive Headteacher to ensure that Accessibility Plan is added to Local Governing Committee agenda.	Annually	Current legislation is fulfilled. Local Governing is fully aware of Accessibility Plan.
To ensure an understanding and appreciation of the diverse nature of SEND.	Curriculum coverage including: <ul style="list-style-type: none"> <li>- Different types of SEND</li> <li>- Attitudes</li> <li>- Celebration</li> </ul> Positive images and examples of SEND.	Ongoing	Stakeholders have a good understanding of the diverse nature of disability. Stakeholders experience positive messages about SEND.
To address any disability related bullying	Supportive climate which allows stakeholders to report any concerns. When incidents are reported, school procedures are followed. Appropriate action taken which could include education and/or sanction. Complaints/whistleblowing policies are known and acted upon.	Ongoing as required	All stakeholders feel confident in reporting disability related incidents. Staff address any incidents according to school policy. All stakeholders know how to get advice and guidance if they have any concerns.
To review and update the SEND Policy.	Policy to be reviewed by the SENDCO in consultation with appropriate stakeholders.	Annually	All stakeholders have access to a SEND policy which reflects current position and procedures.

To Identify a Designated Leader for Mental Health and provide suitable training.	Executive Headteacher to identify Mental Health Lead. Appropriate training to be sourced.	Government expectation - no later than September 2025.	Fully trained Designated Leader for Mental Health who is equipped to lead and manage mental health strategy across the provision.
To create a Mental Health Policy.	Policy to be created by the DLMH in consultation with appropriate stakeholders.	Government expectation - no later than September 2025.	All stakeholders have access to a Mental Health Policy which reflects current position and procedures.
To continue developing practise and provision for students with disabilities.	Take advice from Local Authority and other external specialists. Offer training for staff where appropriate.	Ongoing	Staff are confident in how to support students effectively. Students' holistic development is supported.
To put in place individual arrangements for students with disabilities where needed e.g., unstructured time.	System well embedded and ongoing as required. Risk Assessments, if needed, to be personalised and reviewed.	As required	Students are fully supported to be safe, happy and social during unstructured time.
To make all communication accessible	Review all current school publications and promote availability in different formats/languages where required. Advice and support taken from Local Authority to support production of accessible materials.	As required	All stakeholders are kept informed of school life.

## 6. Admissions

Targets	Strategies	Timescale	Desired Outcome
To ensure all admissions are dealt with appropriately.	Executive Headteacher liaison with all relevant parties to ensure Admission Policy is updated as required.	Ongoing	Legal requirements are upheld. Fair and transparent admissions policy and procedures are in place.
To ensure robust transition procedures so that students with disabilities can move to the next phase of their education positively.	SEND team to liaise with relevant parties e.g., student, parent, primary school, external professions to ensure: <ul style="list-style-type: none"> <li>- Knowledge and understanding of existing needs</li> <li>- Knowledge and understanding of potential future needs i.e., differences in setting</li> <li>- A clear support plan</li> <li>- Strong communication channels between all parties</li> </ul>	At all transition phases i.e. KS2 – KS3 KS3 – KS4 KS4 – Post-16	All stakeholders feel suitably prepared and equipped to take on the blessings and challenges of the next phase of their education.

## 7. Curriculum

Targets	Strategies	Timescale	Desired Outcome
To ensure staff are aware of the needs of all students with SEND and that all staff follow the	SEND register is accessible. Related policies are accessible. Support plans are accessible. Risk assessments undertaken when necessary.	As required	All staff are aware of and can meet the individual needs of students with additional and/or complex needs. All staff can support students access to the curriculum.

SEND Code of Practice in relation to this.			Statutory duties are fulfilled.
To continue training for all staff on different aspects of SEND to promote inclusive education.	SENDCO to deliver training throughout the year.	Ongoing	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum.
To ensure classrooms are optimally organised and equipped to facilitate participation of all students and staff.	Classrooms and other teaching spaces include furniture and specialist equipment to support the learning process according to the individual needs identified. Student voice is considered in identifying need. SENDCO liaises with all stakeholders to ensure a multidisciplinary approach to meeting the needs of the students.	Ongoing	All classrooms and teaching spaces are appropriate to the needs of SEND students and staff. Awareness of constraints with smaller classrooms and adjustments made where necessary.
To ensure that all extra-curricular activities are planned to ensure the participation of all students.	Educational Visits Co-ordinator is aware of the need for school provision to follow legislation. Information and guidance are available to staff on ensuring trips are accessible. Each new venue is previewed prior to education visit / risk assessment undertaken.	As required	Students with disabilities have equal access to all school activities.
To ensure access arrangements when taking examinations etc.	SENDCO will ensure appropriate procedures followed to ensure	As required	All students will have their individual needs met and any barriers to

will be applied for and support provided when required.	access arrangements can be put into place.		achieving their full potential will be removed.
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<b>8. Physical environment</b>			
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Desired Outcome</b>
To ensure there is an accessible car park	Reserved bays are to be maintained and available to eligible users. 5 mph speed limit in place	Ongoing	Sufficient disabled parking.
Ensure that all areas of the school buildings are accessible	Accessibility audit is carried out and findings reported to Local Governing Committee as required. SENDCO liaises with outside agencies e.g., Occupation Therapy to ensure individual student access needs are being met.	As required	Accessibility for all members of the school community.
To ensure there are accessible toilets.	Toilets for disabled students and staff are available including a disabled toilet with track and hoist and accessible shower facilities.	Ongoing	Disabled staff, students and visitors have access to toilet and washroom facilities.
To ensure there is an accessible Main Reception area.	Maintain clear and unobstructed access to reception for all. Reception Meeting Room provides an alternative, private area. Accessible entry for wheelchair users.	Ongoing	Disabled parents, carers and visitors feel welcome.

<p>To ensure all students, staff and visitors with disabilities can be maintained safely within identified refuge zones inside the building and evacuated safely if necessary.</p>	<p>Put in place Personal Emergency Evacuation Plans (PEEP) for staff and students with difficulties. Ensure that all visitors are signed in and any disability made apparent so that measures can be employed should an evacuation be necessary.</p>	<p>Ongoing</p>	<p>Staff are aware of visitors who may need assistance to evacuate the building. PEEPs regularly reviewed and circulated to appropriate staff.</p>
<p>Ensure accessibility of equipment.</p>	<p>Hearing Loop installed and maintained for reception. Seek advice and guidance from the Local Authority Sensory Impairment Team. Appropriate equipment, aids and adaptations purchased as needed.</p>	<p>As required</p>	<p>Hardware and software to meet the individual needs of students as appropriate.</p>