



St Bede's

Catholic School
& Sixth Form College
Lanchester

ACCESSIBILITY PLAN
September 2017 – August 2020

INTRODUCTION

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities.

This plan will be shared by request, and can be accessed via the main school office in paper form or the school website in electronic form.

St Bede’s Catholic School & Sixth form College is aware of the general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by our under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

The Accessibility Plan has been drawn up in consultation with stake holders, and as a follow up to our published Disability Equality Scheme, covers the period up to January 2020.

We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents, carers and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school where needed, adding specialist facilities as necessary. This covers improvements to physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability adjusting the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as pupils without a disability (i.e. those who are able-bodied but with a learning difficulty / disability or mental health need); (if the school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after – School clubs, leisure and cultural activities or School visits. It also covers the provision of specialist aids and equipment or a provision or change in practice, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents, carers and visitors with disabilities. Examples might include handouts, timetables and information about the School and School events. The information should be made available in various preferred formats within a reasonable time frame.
- Work with organisations to ensure accessibility is appropriate for all pupils, staff and visitors.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

Accessibility Plan to January 2020 (Equality)

As detailed in the accessibility plan introduction, the fundamental principles of Equality within the School have been applied during the implementation of this Policy.

EQUALITY			
Targets	Strategies	Timescale	Desired Outcome
Accessibility Plan and Equality Statement to become an agenda item at an annual Full Governing Body meeting	Head teacher to ensure that this is added to a Full Governing Body meeting once a year.	Annually	Current legislation will be adhered to.
Training to raise awareness of equality disability issues including hidden disabilities	Discuss perception of issues with staff/governors to determine the current status of the School. Provide training for governors, staff, pupils and parents.	Staff INSET 2017-2018 to include training on “attachment disorders”	The whole School community will be aware of issues relating to access.
SEND Policy to be revised and updated to reflect any new Code of Practice or updates.	Policy to be rewritten by the SENCO in consultation with staff and governors as required.	Staff INSET September 2017 and September 2018. Governor training – SEND Code of Practice	Staff and governors are aware of new legislation. SIG visit with Chair of Children’s Committee – Summer Term 2017-2018
Continue to improve the experience and access of pupils with mental health conditions.	Discuss perception of young peoples’ mental health related issues with staff / governors to determine the current status of the School. Provide training for governors, staff, pupils and parents. Continue implementation of school Self Harm policy and procedures.	Ongoing Regular updates at Staff briefings and with Governors	The whole School community will be aware of issues relating to access for pupils with mental health conditions.
Ensure pregnant pupils / staff or pupils / staff who are mothers receive their	School pastoral staff to provide sensitive and appropriate support to any student who is pregnant or who	Ongoing	Ensure that our staff and pupils do not experience any unfair disadvantage as a

entitlement to a full curriculum	<p>has recently had a baby, including respecting confidentiality when appropriate.</p> <p>School to provide information to pregnant students, and their parents/carers where appropriate, about health and other services in the local area and how to access them.</p> <p>Pastoral staff take into account the wishes of pregnant students to return to learning when they have had their babies.</p> <p>We will provide suitable education to meet pupils' needs, while the pupil is not attending school and work with other agencies to enable pregnant pupils and young mothers to reintegrate into school, including through provision of a reintegration plan.</p> <p>We ensure that a pupil / student who becomes pregnant is entitled to authorised absence to cover the time immediately before and after the birth of her child.</p> <p>How we foster good relations and promote community cohesion:</p> <ul style="list-style-type: none"> • We would ensure we respond to any bullying of a pregnant pupil / student. • Our PSHE curriculum encourages pupils to develop understanding of the experiences of young 		result of pregnancy or having recently given birth.
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	parents and challenge negative stereotypes.		
To continue improving communication for any hearing impaired member of the school community.	Sign language interpreter to be arranged for any hearing-impaired member of the school community or school visitor as required.	As required	Ensuring accessibility for all.
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Advice from DCC specialists on alternative formats and use of ICT software to produce customised materials.	As required	Delivery of school information to pupil and parents/cares with visual impairments. Ensure access to the curriculum.
Make available the school brochures and newsletter and other information / for parents and carers in alternative formats. materials	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	When needed	Ensuring accessibility for all.
Written material will be made available in alternative languages.	The School will seek to translate key information when it is required with support from DCC specialists.	When needed	School information will be available for all.
To ensure admissions are dealt with appropriately.	HT in liaison with Diocesan and LA admissions Team to ensure Admission Policy is updated as required.	Ongoing	
To put in place individual arrangements for disabled pupils if needed e.g. breaks/ lunchtime. To do the same for staff	System well embedded and ongoing as required. Risk Assessments to be personalised and reviewed.	As required	Ensuring accessibility for all
To provide additional coaching or training for disabled pupils, staff, parents and carers	System well embedded and ongoing as required. Support from DCC "OT" as required embedded within PSHE.	As required	Ensuring accessibility for all

Ensure the curriculum is used to promote understanding of disability.	Published resources to ensure curriculum covers the understanding of disability.	Ongoing/Annual	Ensuring accessibility for all Positive promotion of SEND opportunities, issues and images of disabled people.
To monitor and prevent any disability related bullying	<p>The school records all reports of bullying and identifies any that may be disability related.</p> <p>Any disability related bullying would be monitored and action taken where appropriate.</p> <p>The school seeks to ensure that all adults / pupils have understanding of disabilities and the extra provision they may require.</p> <p>Disabled pupils, staff, parents and carers are encouraged to report on related harassment.</p> <p>All staff are trained in Whistle Blowing and reporting procedures.</p>	Ongoing as required	<p>Any disability related bullying would be monitored and appropriate action taken on every occasion with incidents reducing over time.</p> <p>Disabled pupils, staff, parents and carers are able to be confident in reporting any harassment and in the response of the school.</p>

Improving access to the physical environment of the School

St Bede's Catholic School & Sixth Form College is continuing to grow and develop. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The School's Improvement Planning process is the vehicle for considering such needs on an annual basis.

PHYSICAL ENVIRONMENT

Targets	Strategies	Timescale	Desired Outcome
Accessible car park	Reserved bays are to be maintained and available to eligible users. 5 mph speed limit in place Minimal car access to site by parents / carers.	Ongoing	Sufficient disabled parking
Accessible toilets	To access to a unisex toilet for disabled pupils and staff is available (with male/female toilet blocks also include a disabled toilet with track and hoist and accessible shower facilities)	September 2009	Disabled staff, children and visitors have access to toilet and washroom facilities.
Ensure access to reception area to all	Maintain clear and unobstructed access to reception for all. Reception Meeting Room provides an alternative low arousal waiting area for those with sensory needs on the autism spectrum. Secure building entry system ensures entry for wheelchair users.	Complete – Wheelchairs are easily accessible through main door and have full access to reception desk.	Disabled parents, carers and visitors feel more welcome.
Improve signage and external access for visually impaired staff, pupils and visitors.	New signage where any evidence or worn or difficult to read signage occurs.	Complete – to be re-visited Summer 2017-2018.	Visually impaired people feel safe around the school.
Ensure all disabled pupils can be maintained safely within identified refuge zones inside the building and evacuated safely if necessary.	Put in place Personal Emergency Evacuation Plans (PEEP) for staff and pupils with difficulties.	Complete – shared with staff and visiting enablers who escort pupils with disabilities. Reviewed by ES and circulated to Fire Warden staff.	All disabled staff and pupils working alongside are safe in the event of a fire.

Ensure adequate lighting levels for all pupils who have visual impairment or are affected by sensory overload.	The school and individual spaces are adequately lit at night and during the day, if required. The Chartered Institute of Building Services minimum lighting level of 100 lx for general toilet areas (200 lux for wheelchair-accessible toilets) are met.	Comprehensive building condition inspection surveys. CIF bid 2017-2018	Visually impaired people feel safe around the school. Re-submit CIF bid.
Ensure accessibility of access to IT equipment	SENCO liaises with DCC specialists with regard to visual impaired and hearing impaired pupils. Appropriate equipment, aid and adaptations purchased as needed.	Ongoing and as required	Hardware and software to meet the individual needs of pupils as appropriate.
Ensure hearing equipment in classrooms to support hearing impaired.	Hearing Loop installed and maintained for reception. Portable loop equipment available in school and upon request. Seek support from LA hearing impairment team on the appropriate equipment.	When needed	All pupils, staff and visitors have access to the equipment.
Ensure that all areas of the school buildings are accessible for all pupils and adults and to continue to improve the access of the physical environment for all	The school is accessible. Post build, Sixth Form block is accessible by design.. School leaders audit accessibility of the school buildings and report findings to Governors are required. SENCO liaises with outside agencies e.g. Occupation Therapy to ensure individual pupil access needs are being met.	As required	Ensuring accessibility for all. Life and platform lift installed. External areas to be revisited.
To ensure any future new build projects are physically accessible to all.	Director of Resources / Headteacher will ensure compliance with building regulation accessibility. School Leaders will include audit of accessibility for non-wheelchair users	As required	Reviewed as new projects are planned.

	with a disability HI / VI sensory needs, ASD and mental health needs.		
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Improving access to the School curriculum

At St Bede's Catholic School and Sixth Form College we will continue to review and adapt the school curriculum as necessary depending on the individual needs of our pupils. The Senior Leadership team work alongside the SENCO, staff, parents and carers to ensure all children are encouraged to reach their full potential, in all areas of the school.

EQUALITY			
Targets	Strategies	Timescale	Desired Outcome
All out of the school activities are planned to ensure the participation of all pupils.	Review out of School provision to ensure compliance with legislation. Responsibility of EV co-ordinator.	As required	Increase in access to all school activities for all disabled pupils.
Ensure staff are aware of disabled children's curriculum access for those with a disability and no SEND and those with both a disability and SEND and that all staff follow the SEND Code of Practice in relation to this.	Information sharing with all agencies and stakeholders involved with the child, review meetings etc. Risk assessments undertaken when necessary. EHC plans/assessments. Costed provision maps (ADPR cycles) processes embedded	As required	All staff are aware of and can meet the individual needs of students with additional / complex needs. All staff are able to support students access to the curriculum. Statutory duty to comply.
Use SEND Specialist ICT hardware and software to support learning.	Make sure hardware / software installed where needed and involve pupils in a review of both hardware and software.	As required	Appropriate classroom based access to the curriculum for all students.
All educational visits to be accessible to all	Information and guidance is available to staff on ensuring trips are accessible. Ensure each new venue is previewed	As required	All pupils in the school able to access all educational visits and take part in a range of activities. Responsibility of EV co-ordinator.

	prior to education visit / risk assessment undertaken.		
Ensure curriculum is accessible to all.	Gather information on accessibility of PE and disability sports as required to reflect the changing needs of students.	As required	All children have access to PE and are able to take part, enjoy and excel at PE and reach their full potential.
Continued training for teachers and support staff on different aspects of SEND to promote inclusive education.	SENCO to deliver whole school training during INSET and throughout the year as needed. School Leaders to include disability awareness in PSHE / assembly topics.	Ongoing	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum.
Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Classrooms and other teaching spaces include furniture and specialist equipment to support the learning process in individual classes according to the individual needs identified. Student voice is considered in identifying need. SENCO liaises with parents, carers and outside agencies to enable a multidisciplinary approach to meeting the needs of the students.	Ongoing.	All classrooms and teaching spaces are appropriate to the needs of SEND pupils and staff. Awareness of constraints with smaller classrooms.
Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required	SENCO will ensure appropriate student testing and will provide evidence to support access arrangements.	Ongoing	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.