

**Statement of Values**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. The Governing body have three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at substantial disadvantage
- To plan to increase access to education for disabled pupils

**The DfEs definition of disability**

Guidance from the DfES states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse affect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition of disability is a wide one and includes those with medical needs (e.g. cancer, diabetes) and a large number of pupils with learning difficulties and social and emotional mental health difficulties.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum

#### Access Plan

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the schools accessibility plan is resourced, implemented and reviewed and revised as necessary.

#### **Aims of the Access Plan**

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.

St Bede's High School has a strong commitment to equal opportunities and accessibility as laid out in the School Aim, Equal Opportunities Policy, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy and Inclusion Documents. As a school we aim to embed accessibility into everything we do; in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development.

St Bede's High School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior management team reporting to the governing body.

### **Overview of School Building**

St Bede's RC High School is a voluntary aided secondary school situated on the outskirts of Blackburn. Pupils on roll are drawn mainly from five Roman Catholic primary schools. The school is on a split site with good access to classrooms in both the North and South buildings. The school has excellent toileting facilities in both buildings which accommodate a hoist, changing bed, toilet and shower. Sporting facilities are accessible and are differentiated to meet individual needs.

### **Overview of Pupils**

The school has 1000+ pupils on roll. We recognise that the definition of disability in the Disability Discrimination Act covers a wide range of physical and mental impairments. The Special Educational Needs of the pupils include a range of difficulties including Speech and Language, Autism, Cerebral Palsy, Dyslexia, Dyspraxia, Moderate Learning Difficulties, Hearing Impairment, Visual Impairment, Social and Emotional Mental Health difficulties and medical needs such as severe allergies, diabetes, brittle bones, Neurofibromatosis, Ehlers Danlos Syndrome and Albinism.



Access Plan

**CURRICULUM**

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
School visits are made accessible to all pupils irrespective of attainment or impairment.	Specific needs assessed as part of overall risk assessment. SSA support provided when necessary School ensures pupil safety at all times	All pupils have opportunity to attend school visits. Appointed person responsible for medication	Purchase of minibus with disabled access	April 2016  In place
To continue to draw on the expertise of external agencies, eg S & L, Educational Psychology, Inclusion Team	SENCO to use external professionals to support her work. Educational Psychologist and other professionals	Staff supported in their work by outside professionals		On going
Teachers and SSAs have the necessary training to teach and support disabled pupils.	Performance Management CPD SEN Courses as appropriate	Teachers/SSAs more able to meet requirements of pupils' needs with regard to accessing the curriculum.	Regular audit of needs.	On Going
Lessons provide opportunities for all pupils to achieve.	SEN Policy SSA Support External agency advice Differentiation.	Pupils achievements measured against targets and national expectations	Adaptations to furniture, access and specialist equipment as required	On-Going
Make special arrangements for examinations.	SENCO Educational Psychologist	Suitable access arrangements made for pupils.	Purchase of exam reading pens and text to speech software. LUCID EXACT, DASH AND WIAT testing in accordance with exam boards	In place
SEN staff deployed to cover curriculum needs.	SENCO	Staff effectively and efficiently deployed in accordance with IPRA/EHC		On-Going and regularly updated

**INFORMATION ACCESS**

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Information is presented to pupils in different formats	SENCO advice. INSET Read aloud. Large print. Simple language	Pupils achievements measured against targets. Clearly printed worksheets. Coloured paper used for contrast	Specific needs continually assessed and addressed	On going
ICT available to produce written information in different formats.	SENCO advice. Laptops Programs to support learning where appropriate.	Pupils achieve against targets and national expectations.	Clicker 7 purchased (6 licences)	Purchased January 2018, training complete
Information made available to parents in a range of different formats.	Simple language. Large print. Braille. Taped. <b>Bilingual translations.</b> Advice from LEA about available resources.	Provided as needed.		

**BUILDING ACCESS**

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Emergency and evacuation procedures are set up for pupils with SEN and disability	Emergency and evacuation procedures in place.(PEEP) Evac chair	Auditory and alarm system.	Investigate possibility of visual alarms if need arises	On going
Pupils who use wheelchairs can move around school without experiencing barriers.	Specific needs identified prior to admission.	Wheelchair access is good		
Furniture and equipment is selected, adjusted and located appropriately.	Ensure that all furniture and equipment is selected, adjusted and located appropriately.	Continuous review and advice regularly sought from Occupational and Physiotherapists and advisory teachers		



Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parents' evenings, reviews and meetings we are confident that the school adapts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the pupil when planning for their support.