



St Bede's
Roman Catholic High School

ACCESS PLAN



St Bede's

Reviewed Nov 2025 CB

Statement of Values

This Accessibility Plan has been prepared in accordance with the Equality Act 2010 and supports St Bede's RC High School's ongoing commitment to inclusion and equal opportunity for all pupils.

The Governing Body recognises its three key duties in relation to disabled pupils:

1. **Not to treat disabled pupils less favourably** for reasons related to their disability.
2. **To make reasonable adjustments** to ensure disabled pupils are not placed at a substantial disadvantage.

To plan strategically to increase access to education for disabled pupils.

Definition of Disability

According to the Department for Education and Skills (DfES) guidance, a person is defined as disabled if they have a long-term (lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on their ability to carry out normal day-to-day activities.

"Substantial" is defined as being more than minor or trivial.

This broad definition includes pupils with physical disabilities, medical conditions (such as diabetes or cancer), learning difficulties, and social, emotional, or mental health needs.

Scope of the Plan

This plan sets out how St Bede's RC High School will increase access for disabled pupils in three key areas:

- **Curriculum Access** – ensuring full participation in all areas of the curriculum.
- **Physical Access** – improving the school environment to enable disabled pupils to access all facilities.
- **Information Access** – ensuring information is accessible to all pupils and parents, regardless of disability.

The plan is reviewed, resourced, implemented, and revised regularly as part of the school's strategic development process.

Aims

St Bede's RC High School aims to:

- Ensure **full participation** of all pupils by identifying and removing barriers to learning.



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- **Increase staff confidence** in supporting disabled pupils through targeted professional development.
- **Foster strong partnerships** with parents, carers, and pupils to ensure that provision meets individual needs.
- **Promote equality and positive attitudes** towards disability throughout the school community.
- Embed accessibility into all aspects of school improvement, curriculum design, building development, and staff training.

Accessibility is a **whole-school responsibility**. Every member of staff plays a role in removing barriers to learning and participation.

Overview of the School Building

St Bede's RC High School is a voluntary aided secondary school located on the outskirts of Blackburn. Pupils are primarily drawn from five Roman Catholic primary schools.

The school operates on a split-site campus (North and South Buildings), both offering good accessibility.

Facilities include:

- Accessible toilets and changing areas equipped with hoists, changing beds, showers, and toilets.
- Fully accessible sporting facilities, differentiated to meet individual needs.
- Step-free routes and wheelchair access across both sites.

Overview of Pupils

With over 1,000 pupils on roll, St Bede's supports a wide range of needs, including:

- Speech, Language, and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)
- Cerebral Palsy
- Dyslexia and Dyspraxia
- Moderate Learning Difficulties (MLD)
- Hearing and Visual Impairments
- Social, Emotional and Mental Health (SEMH) difficulties
- Medical needs such as diabetes, severe allergies, Neurofibromatosis, and Guillain-Barré Syndrome

Action Plan**Curriculum Access**

Target	Strategies/Policies	Responsibility	Achievement/Progress	Further Improvement	Timescale
Ensure all school visits are accessible to every pupil	Risk assessments include individual needs; SSA support as needed; medical arrangements in place	EVC, SENCO, Visit Leads	All pupils able to attend visits safely	Continue monitoring through annual reviews	Ongoing
Draw on external expertise	Collaboration with Speech & Language, Educational Psychology, Inclusion Team	SENCO, external professionals	Staff supported with specialist input	Maintain and expand partnerships	Ongoing
Provide training for staff supporting disabled pupils	CPD, SEN courses, performance management	SENCO, SLT	Increased staff confidence and skill	Audit training needs annually	Ongoing
Ensure inclusive lesson planning	Differentiation, SSA support, external advice	Teaching staff, SENCO	Lessons accessible and progress monitored	Further develop adaptive technology use	Ongoing
Ensure fair exam access	SENCO liaises with exam boards; testing and assistive technology in place	SENCO, Exams Officer	Appropriate access arrangements implemented	Regular updates on JCQ guidelines	Annual
Deploy SEN staff effectively	Allocation according to pupil plans (EHC/IPRA)	SENCO	Provision aligned with needs	Review deployment each term	Termly

Consultation and Review

This plan has been developed in consultation with parents, pupils, staff, and governors. Feedback from parents' evenings, annual reviews, and meetings has shaped the priorities within this plan.

Regular monitoring and evaluation ensure that adaptations are made when needed, and that pupil voice remains central to the review process.

Next Review: October 2026