St Bede's Catholic College

Disability Access Policy and Plan

Rationale

As a Catholic College, St Bede's is committed to providing a full curriculum to as wide a range of pupils as possible.   We seek to build a supportive, caring community within which all members recognise the dignity, rights, cultures and beliefs of others and work together in an atmosphere of mutual and self-respect.   We aspire towards establishing a culture which encourages each one of us to realise our full potential, to make use of our special talents and to strive for the fulfilment that comes from achieving individual excellence.

In an attempt to be inclusive in our approach to our work within our community we must develop our buildings, furniture, educational equipment and books, together with our approach to teaching and learning in order that they give the widest possible access to all pupils.

This disability access plan sets out our approach to meeting our philosophical and statutory commitment to widening educational access within our college and should be read in conjunction with the following policies, strategies and documents:

- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs

- Behaviour Management
- College Improvement Plan
- Asset Management Plan
- College Prospectus
- Teaching and Learning

The Equality Act 2010

The Equality Act 2010 brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It supports schools in avoiding discrimination and promoting equality to supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. The responsible body for the college is the Governing Body.

Purpose of the Plan

The purpose of the plan is to improve access to all aspects of education in college, systematically and over a reasonable time period, and to remove existing barriers to student learning within our college.

To this end we will seek to:

- Value all pupils and staff equally.
- Increase the participation of pupils in, and reduce their exclusion from the culture, curriculum, co-curricular and enrichment life of the college.
- Restructure policies and practices in the college so that they respond to the diversity of pupils.
- Reduce barriers to learning for pupils.
- Improve the college environment for the benefit of all those who work within the college.
- Emphasise the role of the college in building community and developing values, as well as increasing achievement.
- Develop an understanding that inclusion in education is integral to inclusion in society.

Structure of the Plan
The Disability Access Plan has 3 distinct but related elements:
1. Access to the curriculum.
2. The physical access to education and associated services
3. The provision of information

1. Access to the Curriculum
- Provide for pupils a curriculum which is appropriate to their needs and make reasonable adjustments where appropriate.
- Ensure the planning of Educational visits take account of the needs of all pupils.
- Ensure that the curriculum is delivered in such a way that all pupils benefit and learn.
- Increase the knowledge and skills of staff so that pupils of all abilities and disabilities are catered for.
- Widen access to the curriculum to the community beyond the college.

2. Physical Access to Education and Associated Services
- Have handrails in place to improve access to the building as appropriate.
- Ensure Wheelchair access to curricular areas
- Ensure future building developments are accessible by all.
- Make accessible all aspects of the building and grounds to pupils with mobility, sensory and other impairments within the resources available to us.
- Provide appropriate educational equipment and physical aids so that educational programmes in the college can be accessed by all pupils.
- Future building plans which consist of more than one ground floor will include design for lift facilities.

3. The Provision of Information
- Provide for pupils and their parents, information about the college and its curriculum in a format that takes account of disabilities or needs, as required.
- Develop technologies which enhance communication between college and community.
- Make available a first line of contact within College for persons who need clarity of information. Within St Bede's this will be the Pupil Support team.

The plans will be reviewed and adjusted on an annual basis and new plans will be drawn up following a three-year period.

The Governing Body will monitor the Accessibility Plan through the Sites and Buildings Committee, with input from the SENDCO.

Disability Access Plan –

1.   Access to the Curriculum

	Focus	Strategies	Outcomes	Success criteria
Short Term	Ensure awareness of disabled pupils needs at Open Days	Awareness of the Admissions Team to potential issue with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces	
Short Term	Ensure that the Admissions process allows all potential candidates to be fairly reviewed	Ensure SENCO is consulted regarding all potential pupils with a disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability	Pupils requiring extra time and special arrangements are applying to the school
Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school	Training of staff	Staff confidence in providing appropriate teaching and support for disabled pupils	Success of disabled pupils in examinations
Medium Term	Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils	Maintain budgets and training of specialist staff	Staff have a qualified team to consult and to help to deliver education to disabled pupils	Success of pupils

2. Physical access to education and associated services

	Focus	Strategies	Outcomes	Success criteria
Short Term	Continue to provide access to all parts of the school building	Current lifts to be regularly maintained Ramps/adjustments to be considered and provided if and when required Identified improvements to support pupils with disabilities to be actioned as appropriate	Pupils with limited mobility are able to navigate around the school site safely	
Medium Term	Continue to provide accessible toilet facilities for disabled pupils, staff and visitors to the school	Identify and improve facilities if need arises	Minimum of one accessible toilet on each level of the school	
Medium Term	Improved visibility in stairways/steps	Install suitable non-slip materials Ensure edge of steps both inside and outside are clearly visible and regularly monitored for wear	Pupils with impaired vision are less likely to fall and confidence in moving up and down stairs/steps is increased	
Long term	Consider flooring around top and bottom of stairwells.	Investigate suitable non-slip flooring to create and different sound to increase awareness of proximity to stairwell	Pupils with impaired vision are less likely to fall and lose confidence etc as above	

3. The Provision of Information

	Focus	Strategies	Outcomes	Success criteria
Short Term	Provide handouts, timetables, textbooks and information about the school and school events in an easy to read, or larger print	Reprographics informed that materials are to be provided in different font size and colour etc to support pupils		
Short Term	Ensure information in lessons/activities are clear and teacher's voice can be heard	Ensure visibility and sound is optimised	All pupils can see and hear lessons	
Short Term	Ensure all pupils are able to access Assemblies/Collective Worship	Ensure all classes with disabled pupils are in an easily accessible area of the school hall		
Long Term	Use of ICT	Research new technologies to support pupils with hearing or visual difficulties. Consider voice activated technology to support pupils learning.	All pupils able to access lesson and provide work of appropriate standard.	