



Accessibility Policy

Updated: November 2019

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and single equalities, and the operation of the schools' SEN Policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs

St Bede's Catholic Primary School Accessibility Policy

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

a) Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The school's SEND Leader, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum, which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Physical environment

The school design is suited to providing wheelchair access. Recent building and grounds work complies with the DDA.

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies - This policy will contribute to the review and revision of related school policies/documents, e.g.

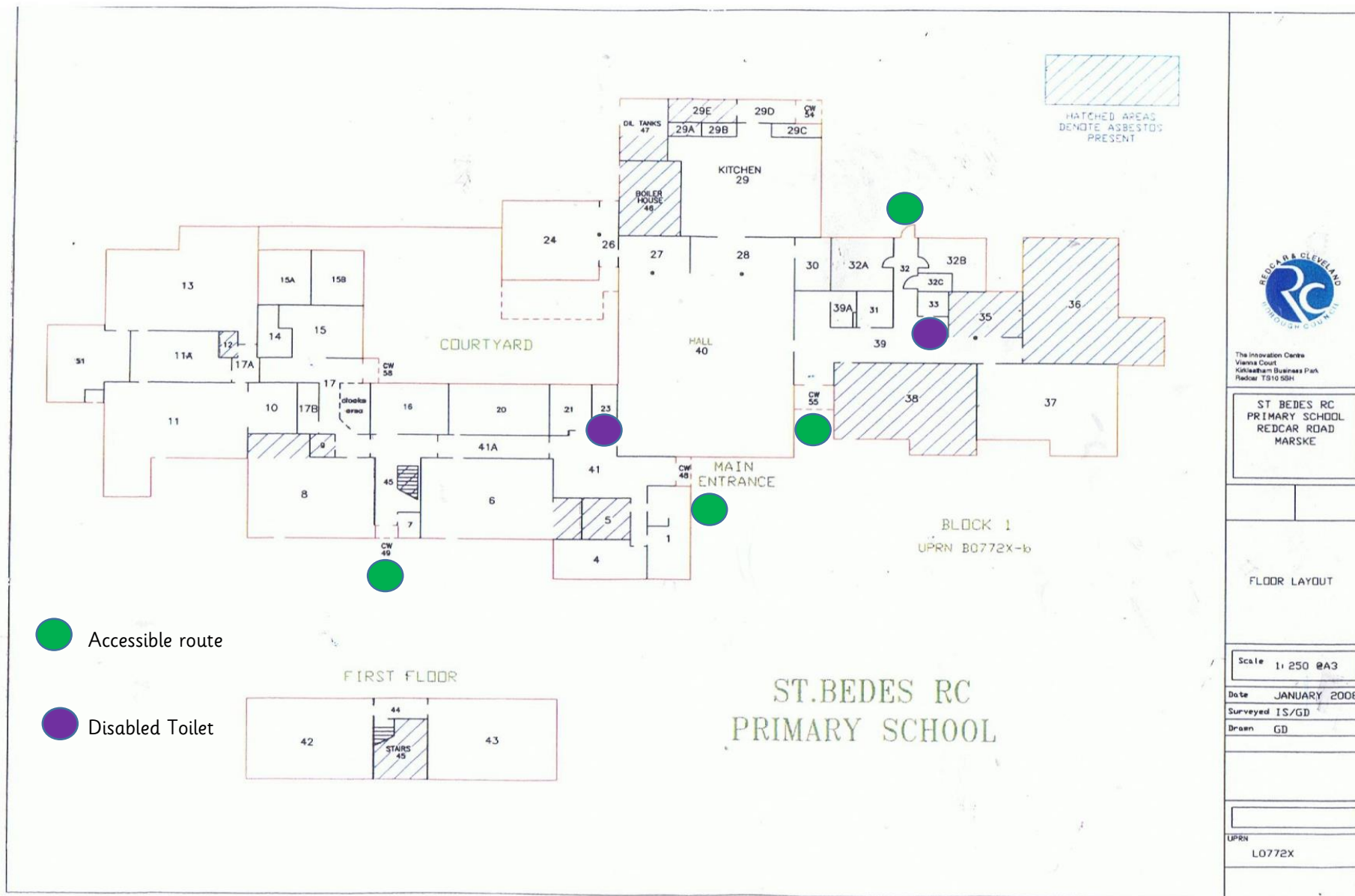
School Improvement Plan

SEN Policy

SEND Information Report

Equalities Policy

This plan of the school building shows areas of accessibility.



The Innovation Centre
Vienna Court
Kilnham Business Park
Redcar TS10 5SH

ST BEDES RC
PRIMARY SCHOOL
REDCAR ROAD
MARSKE

FLOOR LAYOUT

Scale 1:250 @A3

Date JANUARY 2008

Surveyed IS/GD

Drawn GD

UPRN

L0772X

Accessibility Plan

An Access Audit was carried out by the HT and TBM in Nov 2019. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Steps (Fire Doors)	To be painted white	February 2020	TBC
2.	Replace all external fire doors throughout school	NPCAT Capital Project	Feb 2020	

Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	More disabled parking	Spaces to be provided		Medium				

Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Summer Term 2020	High	SLT release costs			
2	Interventions	Deputy Headteacher to audit current interventions and their success/impact on progress.	Summer Term 2020	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	Deputy Headteacher to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Summer Term 2020	High	Possible resource implications where gaps are identified			
4	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	TLR with responsibility for SEND to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Spring and Summer Term 2019/20	High	External specialist costs			

Schedule 23: Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable			