



St Bede's RC Primary School

Accessibility Plan 2019-2020

Purpose of the Plan

The purpose of this plan is to show how St Bede's RC Primary School intends to increase the accessibility of our school for pupils with disabilities.

Definition of Disability

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.

Legal Background

From September 2002, the Equality Act 2010 outlaws discrimination by schools and LA's against either current or prospective disabled pupils in their access to education.

Areas of Planning Responsibilities

- Increasing access for pupils with disabilities to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits);
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education);
- Improving the delivery of written information to pupils with disabilities (this will include planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities. For example, handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.)

Contextual information

The school was built in 1938 and is over 80 years old. It has a single corridor on which Year 1 through to Year 6 classrooms are situated. The reception classroom, library and dining hall are up a short flight of stairs. Situated at the main entrance are the school office and Headteacher's room. There is a short flight of stairs to the main corridor and a short flight of stairs down to the staff room and study room two.

The three short flights of stairs make it difficult for wheelchair access and there is no room to build ramps. All teaching, learning and play areas can be accessed through using external doors and alternative entrances. At present, we have no wheelchair dependant pupils – access adaptations will be made should this be different in the future.

The current range of disabilities within St Bede's RC Primary School

The school has children with a range of disabilities including moderate and specific learning disabilities.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

When children enter school with specific disabilities, the school works closely with families and professionals to ensure appropriate support, guidance and assessment if needed is accessed.

We have competent first aiders who hold current First Aid certificates. All teaching and support staff have received basic first aid training too.

All medication is kept in a safe and secure place which has easy access for First Aiders and staff members.

Increasing access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving teaching and learning lies at the heart of any school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules, e.g. deprivation of club attendance may be used as a suitable short-term sanction when other sanctions have been used.

Improving access to the physical environment of the school.

This includes improvements to the physical environment of the school and physical aids to access education.

Provision, in exceptional circumstances, will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day to day use of children in the age range. We will constantly keep under review resource provision. The School Improvement planning process will be the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples may include handouts, timetable, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who need such access. Such resources may sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Clearly, the school's sophisticated ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats, e.g. reading aloud, smart screens etc. should that be necessary. This is a core part of a teacher's work.

Conclusion

St Bede's is a fully inclusive school which provides for all of its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment despite the short flights of stairs. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. Staff training will be a priority in our responsiveness for the future.

Revised: August 2019

To be reviewed August 2020