



# **Accessibility Plan**

## **2018/19**

**School**

**BEDALE HIGH SCHOOL**

**Headteacher**

**MR T RAWDIN**

### **Named personnel with designated responsibility for this policy**

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2018/2019	Alison Knight		Jan Reed / Steve Ingram

### **Policy Review dates**

Review Date	Changes made	By whom	Date Shared with staff
October 2018	Full review & update	A Knight	

Date Ratified by Governors	Review Date
October 2018	March 2021



## **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and recognises the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all categorised as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children and the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body must prepare:

- an accessibility plan;
- review the accessibility plan every 3 years.

An accessibility plan looks at:

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school
- improving the delivery to disabled children / young people—
  - (i) within a reasonable time
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents

N.B. An accessibility plan must be in writing. During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.

It is the duty of the responsible body to implement its accessibility plan.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance:

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES "Accessible Schools: Planning to increase access to schools for disabled pupils"

Health Standards (England) Regulations 2003

## **Bedale High School**

**Bedale High School is an 11-16 co-educational comprehensive, positioned on the edge of the town of Bedale – “Gateway to the Yorkshire Dales”.**

Please find attached site map.-Appendix 2

In addition to maintaining physical access we will also work towards:

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people, so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children/young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Disability Equality Policy;
- Health & Safety (including off-site safety) ;
- Special Educational Needs Policy and the school's SEN Information Report;
- School Development Plan ;
- School Prospectus and Mission Statement ;

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

## AUDITS & ACTION PLANS

### Access Audit

**Date: October 2018**

**Lead member of staff: Mrs Alison Knight**

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

<b>Statement</b>	<b>Fully</b>	<b>Partly</b>	<b>Not</b>	<b>Plan Prompt</b>
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		✓		<b>SEND CPD for staff, including Teaching Assistants.</b>  <b>Routine SEND updates by SENCo</b>
All school staff and the governors have had access to training on disability equality and inclusion.		✓		<b>Governors to access training sessions regarding disability equality.</b>
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	✓			<b>On-going consultation with external agencies when required.</b>
Positive images of people with different abilities are apparent in the classrooms and the school generally.		✓		<b>SENCO to liaise with departments regarding displays.</b>
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.		✓		<b>To develop further inclusive practice in PE and sports day – if required.</b>
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a		✓		<b>Raise awareness of young people in school about Special Educational Needs – assemblies, PSHE. SMSC.</b>

partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.				
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.		✓		<b>Teaching assistants deployed effectively and in light of pupil needs.</b>
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.		✓		<b>Drop-ins and lesson observations by SLT.</b>  <b>Learning walks by SENCo</b>  <b>Pupil voice to be sought.</b>
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.		✓		<b>On-going advice sought by the SENCO from external agencies when required/if feasible.</b>
Provision of laptops is considered to aid recording and / or communication.		✓		<b>Laptops provided to support pupils on recording extended pieces of work. To reflect normal way of working for examinations.</b>
School visits are subject to a regular review to ensure increased levels of access or alternative experience.		✓		<b>SENCo to liaise with lead on school trips.</b>
The school links with other schools to share good practice.		✓		<b>The SENCO LA SEND network meetings.</b> <b>YTSA</b>
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if		✓		<b>SENCo liaise with subject leaders and DHT for T&amp;L to develop appropriate support strategies</b>

there could be a disability dimension.				
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✓			<b>Exam access arrangement assessments completed with Y9 in summer. List of exam access students shared with staff.</b>
The school signpost children, young people and families to further support e.g. FISH, ERVIP, SENDIAS		✓		<b>SENCO liaises with a range of external support services within the LA &amp; NHS</b>
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		✓		<b>SEND Governor identified. Termly meetings to be scheduled</b>

**Section 2:** The school is designed to meet the needs of all children / young people.

<b>Statement</b>	<b>Fully</b>	<b>Partly</b>	<b>Not</b>	<b>Plan Prompt</b>
The size and layout of areas allow access for all children / young people, including wheelchair users.	✓			<b>No current wheelchair users.</b>
In considering the school budget there is a clear plan to improve access and resources for those with a disability.		✓		<b>SENCo to share information with SLT about resources required to improve inclusion for students with a disability.</b>
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.		✓		<b>External agencies consult with school regarding maintenance of specialist equipment if required.</b>
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.		✓		<b>SENCO to liaise with site manager regarding alarms for students if required.</b>
Personal Evacuation Plans (PEEPs) in place		✓		<b>SENCO to ensure that all students who require a PEEP have one in</b>

<p>to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>			<p><b>place. This will be shared with staff and the young person.</b></p>
<p>With regards to '<i>Supporting pupils at school with medical conditions (2014)</i>', there is a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>		✓	<p><b>Managing Medicines Policy is up to date &amp; in place</b></p> <p><b>SENCO to review audit of TA skills and ensure an appropriate number of TAs are trained to provide personal care (if required)</b></p>
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>	✓		<p><b>Accessibility audit completed.</b></p>
<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>	✓		<p><b>Business Manager and Head Teacher to develop knowledge of which staff have a disability and what support they require.</b></p>
<p>Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the</p>		✓	<p><b>Specialist equipment is located where necessary.</b></p> <p><b>Advice for SENCO if required about how to meet needs of students with hearing &amp; visual impairments as well as physical disabilities</b></p>

classroom.				
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.		✓		<b>Signage of rooms to be explained to new students and staff.</b>

### Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	✓			<b>CPD specific to SEND to be requested by SENCO for all staff.</b>
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		✓		<b>SENCO to share with all staff information about how to best present information on PowerPoint presentations. E.g. through curriculum access guide</b>
ICT facilities are used to produce written information in different formats as appropriate.		✓		<b>SENCO to seek guidance from external agencies and share with staff, as appropriate.</b>
Staff are familiar with technology and practices developed to assist people with disabilities.		✓		<b>To include necessary information on IPMs.</b>

External agencies have raised staff awareness i.e. VI, HI, autism team, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...				
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✓			<p><b>Parent voice recorded during the review process.</b></p> <p><b>SENCO to continue to attend parents' evenings as required.</b></p> <p><b>Coffee mornings to be held.</b></p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of story's	Main building- 3 story Rosla Block- 2 story DT – I story			
Corridor access	Will all take a wheel chair			
Lifts	Lift providing access to all floors in 2 buildings.			
Parking bays	Disabled bays to front of building and dropped curbs			
Entrances	All ground level access points are accessible by wheelchair.			
Ramps	None			
Toilets	Disabled on ground floor			
Reception area	Accessible – opening glass front to office			
Internal signage	.			

Emergency escape routes	Evac Chairs in place on first and second floors.			
-------------------------	--	--	--	--