

## **ST. BEDE'S CATHOLIC JUNIOR SCHOOL ACCESSIBILITY PLAN 2017-2018**

### Purpose of the Plan

The purpose of this plan is to show how St. Bede's Catholic Junior School intends, over time, to increase the accessibility of our school for disabled pupils.

### Definition of Disability

A person has a disability if he/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 Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in extra-curricular clubs, leisure and cultural activities and educational and residential visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, for example: handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St. Bede's Catholic Junior School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school

aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents/carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair, thanks to the new extension that was finished in August 2014. This new part of the building has a disabled access toilet and a sloping corridor, as an alternative to steps, which is specifically designed for wheel chair use. The only part of the building that requires use of the accessibility lift are the four classrooms downstairs. All communal areas: hall, library, resource area, ICT suite and music room are all on one level, along with nine of the thirteen classrooms

### The Current Range of Disabilities within St. Bede's Catholic Junior School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD, long term physical effects following meningitis and other medical conditions, such as Type 1 diabetes. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the Office and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point in the Office. We have experienced First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

**ST. BEDE'S CATHOLIC JUNIOR SCHOOL**  
**ACCESSIBILITY PLAN 2017-2019**

Targets	Strategies	Outcome	Timeframe	Progress to date (termly)
<b>EQUALITY AND INCLUSION</b>				
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to Governors to add to list for GB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Ongoing.	Initial update on pupil health issues at staff meeting in September. Health and Safety issues on weekly staff meeting agenda to keep staff informed of any changing/ new circumstances. Training undergone to date: Diabetes Care for teacher and TA involved with specific children; First Aid at Work Refresher for 2 members of staff; Asthma Awareness for all staff in January;
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	

To ensure children recovering from serious medical conditions and/ or surgery have minimal risk of contracting infections and/ or risk of injuring themselves.	Parents to be reminded of need to inform school about infections that might cause problems. Children kept inside at break times. Children supervised when moving around school. All pupils to be informed of pupils with special circumstances to avoid accidents on corridors etc.	Children continue to make good recovery and have access to all suitable aspects of the curriculum.	Half termly.	Child in Y3 in recovery after operation has been allowed to return to school for last days of Autumn term after parents request – supervised fully to ensure safety. Child in Y4 continually supported in and around school. Children with diabetes supported when required.
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing.	
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	September 2017 - Review of school SEND list and examination of children on SEND list transferring from KS1.

To ensure that all children are able to access all extra-curricular school activities. For example: clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	Teaching staff consider any accessibility issues in September 2017 before extra-curricular clubs commence. Gillian Geoghegan and teaching staff consider accessibility when booking school day and residential visits and completing risk benefit assessment - currently Y6 residential trips being planned.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo.	SENDCo updated provision maps and SEND Information list in September.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	

access information.				
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	Item on weekly staff meeting agenda to make staff aware of changes in family circumstances.