



ST. BEDE'S CATHOLIC PRIMARY SCHOOL

Popley Way, Basingstoke

Hampshire, RG24 9DX

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Accessibility Policy

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At St Bede's Catholic Primary School we treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Bede's Catholic Primary School is committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, where this can be reasonably achieved, regardless of their physical, sensory, social, spiritual, emotional and cultural needs. The school has a culture of support and inclusiveness. We will always strive to be supportive to our school community and are happy to assist any families who may require paper copies of documents, forms, etc or support with the completion of any necessary paperwork.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

'Love one another as I have loved you'

Access to St Bede's School Site

St Bede's Catholic Primary School comprises of a two storey building with classrooms on a first floor accessed by stairs and a further two buildings which are situated across the playground from the main building. All buildings have wide doorways and good disabled access to the classrooms. There are two disabled toilets on site, one in our main reception and one in our Year R block. Each classroom on the ground floor has a fire exit, which is accessible by wheelchair, although some may require assistance depending on the child.

The site is mainly flat with ramp access leading from the carpark to the main entrance area and a further ramp to access the door into the entrance. Access to the playing field is flat and gates are wide with good disabled access.

Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises. St Bede's Catholic Primary School is committed to providing all children with every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum.

Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The Staff at St Bede's Catholic Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by;

- setting suitable learning challenges, including support plans
- responding to children's diverse learning needs,
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual and sensory aids,
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs and special events such as sports days, visits by theatre groups.

<u>ACTION PLAN</u>		<i>To improve awareness of disabilities and additional needs within our school community. To enhance the sensory experience for our pupils with additional needs. To improve and simplify communication to parents and ensure consistency throughout the school.</i>			
Overall Aim :		Key Actions	Who	Timescale	Completed
1	Curriculum	<ul style="list-style-type: none"> To introduce role models of individuals with disabilities and additional needs in our curriculum. 	Teachers	Ongoing	
2	Curriculum	<ul style="list-style-type: none"> To initiate an annual Whole School Awareness Day for disabilities and additional challenges 	Deputy Head, Inclusion Manager	Annually	
3	Physical Environment	<ul style="list-style-type: none"> To establish a permanent space for children who experience sensory overload 	Headteacher, Business Manager, Inclusion Manager	Within 2 years	
4	Communication	<ul style="list-style-type: none"> To increase visibility of other languages in classroom setting 	KS Leads, Class Teachers	Within 2 years	
5	Communication	<ul style="list-style-type: none"> To establish a pool of letter and communication templates for staff use, with simplified information to communicate with greater clarity with parents 	Admin staff	Within 2 years	
Success Criteria :		<ul style="list-style-type: none"> All key actions will have taken place Learning Walk will show visibility of languages in classrooms and evidence of sensory area Survey will provide positive feedback from Awareness Day 			

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Monitoring arrangements

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

Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) policy for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy