

Introduction

Within our school ethos, we clearly state the importance of valuing the individuality of all of our students. We are committed to giving each of our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all students. The achievements, attitudes and well-being of all our students are paramount. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This Access Policy pays due regard government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against students with disabilities in admissions and exclusions, in education, and in associated services. From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

At The Bishop of Hereford's Bluecoat School's we recognise that the Disability Discrimination Act 1995 places the following duties upon us:

- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled students and to make the school buildings more accessible for disabled persons.
- Not to treat disabled students less favourably for a reason related to their disability

The planning duties of the DDA makes three requirements of the Proprietors:

- To increase the extent to which disabled students can participate in the school curriculum

- To improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Headteacher. The plan within this policy sets out the proposals for increasing access to education for disabled students.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all students and staff with disabilities.

Policy Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for all our children, and this of course includes students with disabilities.

We will ensure that students with disabilities have the same opportunities as nondisabled students to benefit from the education our school provides:

- We will not treat a student with a disability less favourably than others because of the nature of his/her disability
- We will make all reasonable adjustments to ensure that a student or member of staff with disabilities is not placed at a disadvantage
- We will do our best to anticipate the needs of a student or staff member with disabilities before s/he joins the school

What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday life.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

Removing Barriers

The school will make reasonable adjustments to ensure that students and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

The Physical Environment

We will endeavour to improve provision for disabled students and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- Access to the school, by installing ramps and handrails where necessary.
- Movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
- Accommodation within the building, by providing toilets for disabled students, and medical rooms, including a specialist pod for profoundly disabled students.
- Information and communication technology, by selecting appropriate hardware and software.
- Signage, by putting it in clear print.

The Curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all students can take part in sport and music. We plan our out-of-school activities and school trips in such a way that students with disabilities can participate.

We use language that does not offend, and we make staff and students aware of the importance of language.

The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches through Student Support Guides, Provision Maps and in-depth Educational Health Care Plans.

We seek to respond to guidance from the parents and children. We also welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Educational Psychologists.

Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly if required. This may be in the format of Braille, or large print for example. Alternatively it may be transmitted orally or through lip-speaking. Information will also be available on our web site.

Safeguarding

At Bishop's safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Bishop's procedures will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Safeguarding Officer; Peter Gibbins (Deputy Headteacher).

Bishop's High School Accessibility Plan 2017 to 2019

Curriculum

- Specialist TA for adaptive technology
- Information obtained on future students to facilitate advanced planning
- Established procedures for the identification and support of students with Special Educational Needs Disabilities
- Detailed student information on SEND students given to relevant staff
- Termly whole school student progress meetings with SENCO (LRM).
- Liaison with and support for staff and parents from external agencies (Educational Psychologist, CAMHS, Educational Psychologist, Speech and Language Therapist).
- SEND friendly classrooms with visual timetables
- Individual timetables for children with severe learning needs

- Visual timetables on a whole class and individual level, individualised support programs, personalised learning and first quality differentiated teaching to ensure access to the curriculum.
- Specialist arrangements for assessments
- Differentiated curriculum to enable all students to feel secure and make progress.
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips
- Individual risk assessments are put in place for students with a high level of need.
- Installation of electronic white boards in teaching rooms- it is recognised that children with Learning Difficulties and children who are partially sighted find it easier to learn when an electronic whiteboard is used. Variation in colour backgrounds and visuals are used to support different needs.

Physical Environment:

- Quiet room access for students with Autistic Spectrum disorder (The Bridge)
- Open, spacious classrooms
- Interactive whiteboards in most teaching classroom
- Corridor lighting to support visual impairment
- Fully equipped Physiotherapy room and two Hygiene rooms, with over head tracking hoist systems
- Disability access to 1a and 1b, art rooms (summer 2016)
- Lift access
- Evac chairs/trained staff

Other facilities / provision, including access to information

- 'Can do' ethos and positive approach
- Open door policy
- Educational Health Care Plans
- LAC reviews
- PEPs
- Reward System
- Outdoor activities
- The Bridge – LA resource provision for Autism
- Staff training by SENCo, includes training for trainee teachers and support staff
- Learning Walks (Governors/ Senior Leaders)

Provision of information

- Review meetings
- Open days & open evening

- Meetings with external agencies as required
- Information from external agencies will be discussed and they are encouraged to attend meetings with parents
- Parents/carers of students with a statutory plan and students identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the student starting at school