



ACCESSIBILITY PLAN

2016/2017

School **BEDALE HIGH SCHOOL**

Headteacher **MRS S REES**

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2015/16	Mrs S Rees	Mr G Price	Mr G Price
2016/17	Mrs S Rees	Mrs J Reed	Mr G Price

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff

Date Ratified by Governors	Review Date
October 2015	June 2018

Bedale High School – Accessibility Plan

1. Introduction

1.1 This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance from the following publications:

- Accessible Schools: Planning to increase access to schools for disabled pupils (DfES 07/02)
- Getting it right for future generations" (Four S SCC 04/03)

2. Definition

2.1 Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

3. Key Objective

3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

4. Principles

4.1 Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

4.2 The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favorably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan (Appendix A)

4.3 The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

5. Activities

5.1 Education & related activities

The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

5.2 Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. [See checklist on page 30 of DfES Guidance as above]

5.3 **Provision of information**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
[See checklist on page 30 of DfES Guidance as above]

6. Action Plan

6.1 The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met (Appendix A).

7. Linked Policies

7.1 This Accessibility Plan will contribute to the review and revision of related school policies

- School Development Plan (including premises)
- Equal Opportunities Policy
- Curriculum Policies
- Access and Inclusion Policy

8. Targets Achieved

8.1 The school has made significant changes to the accessibility of the site and surrounding grounds along with the accessibility of the curriculum the school delivers. These include:

- All ground level access points are accessible by wheelchair.
- Lift installed 2001 providing access to all floors.
- Evac Chairs in place on first and second floors.
- EMS provision in place since Sept 2010 – training for all staff ongoing and refreshed.
- Learning Support (Base team) and Bridge team in place to providing learning and related support, and effective liaison with parents/guardians/carers.
- LAC designated teacher in place since 2005.
- All students requiring specific accommodations/needs have a support plan in place (medical/physical needs are identified). This plan/details of the support/interventions and accommodations made are logged in the Learning Passport.
- Curriculum initiatives at KS4 provide tailored pathways for learners.
- Focus on inclusion across all departments. Where a physical disability (temporary or permanent) is evident, students are afforded an opportunity to access their full entitlement with accommodations agreed with parents/carers/guardians where required.

9. Plan Availability

The school makes its accessibility plan available in the following ways:

- A copy is held in the school offices alongside the H&S documentation
- A copy is posted on the school website
- A copy can be emailed or posted on request

Reviewed: June 2015

Ratified at Governors Meeting: September 2015

Review Date: June 2018