

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



Accessibility Plan 2015 - 2018

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Document control

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Electronic copies of this plan are available from	FROG VLN
Hard copies of this plan are available from	School Business and Finance Manager / Headteacher's PA & Senior Administrator
Public sector equality duty guidance considered	Yes
Date approved by the Chair of the Governing Body	
Signature of the Chair of the Governing Body	

Changes History

Version	Date	Description	Changes

1.1 Background

1.2 On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools.

1.3 The Act makes it unlawful for Bedford High School, to discriminate against, harass, or victimise a student or potential student in relation to:-

- admissions;
- the way we provide education for students;
- the way we provide students access to any benefit, facility or service;
- subjecting them to any other detriment.

1.4 The protected characteristics are:-

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;

1.5 There is still a requirement to have an Accessibility Plan outlining how we intend to improve access for disabled students to the physical environment, the curriculum and written information.

1.6 The Equality Act applies to all schools in England and Wales. (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005) Furthermore, as Governors we are required to draw up equality objectives under the Specific Duties Regulations 2011 so that we meet the general aims of the Public Sector Equality Duty. This Accessibility Plan is reviewed every three years.

2.1 Disability Discrimination Act

2.2 The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-

- the definition of disability is less restrictive;
- direct discrimination can no longer be defended as justified;
- failure to make a reasonable adjustment can no longer be defended as justified;
- from September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

3.1 Definition of Disability

3.2 The Act defines disability as *when a person has a physical or mental impairment which*

has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

3.3 Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.

3.4 Long term is defined as lasting, or likely to last, for at least twelve months.

4.1 Reasonable Adjustments

4.2 We aim to ensure that nothing we do as a school places a disabled student at a disadvantage compared to other students. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

4.3 When it is reasonable to do so, we provide auxiliary aids or services for a disabled student, when such an aid would alleviate any substantial disadvantage that the student faces compared to other non-disabled students.

4.4 Where an auxiliary aid is not provided under the SEN system (ie via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

4.5 There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

4.6 Our SEND and Local Offer policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

4.7 Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; eg hearing aids.

4.8 We consider that effective and practicable adjustments for disabled students will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year Accessibility Plan, we reserve the right to deem these as unreasonable.

4.9 It is our aim to ensure that disabled students play as full a part as possible in school life and our Accessibility Plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other students, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled student could participate viably, but we would not cancel the trip because to do so would be detrimental to other students.

5.1 Our Vision

5.2 We believe that every child has the right to be happy, healthy, safe and successful, valued and respected, and to have high aspirations for their future.

5.3 Inclusion is the process of taking the necessary steps to ensure that every young person

is given equality of opportunity to develop socially, to learn and to enjoy school life.

6.1 **Our Duty around Accessibility for Disabled Students**

6.2 Our Accessibility Plan is outlined below.

6.3 Our Accessibility Plan focuses on the following areas for implementation:-

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled students.

6.4 Our Plan also includes the resource implications of implementing the Plan.

6.5 Our approach includes the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for students, staff, parents and visitors
- **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- **Support Services** – access to services within and external to the school to support families where disability is identified

PHYSICAL FACILITIES	Process for identifying barriers
	<ul style="list-style-type: none"> • Action plan following a site inspection by relevant personnel (e.g. Site Manager, Governor) • On-going feedback from individual students / staff • Review of students needs by SENCo • Review of individual Education, Health and Care Plans and Support Plans for students with SEN(D)
	Summary of progress to date
	<ul style="list-style-type: none"> • Disabled parking bays adjacent to reception for easy assistance Trip hazards been removed • Ramps placed in appropriate areas all blocks are accessible. • Disabled toilets in every block and a disabled visitors toilets (2 of which have emergency cords) • Threads on staircases are coloured to aid Visual Impairments • The auditory environment has good acoustics in the majority of classrooms which have window blinds and wall displays. • The school has a wet room with full disabled access. • External and internal floor markings to support students with visual impairment
	Objectives for improvement 2015-2018
	<ul style="list-style-type: none"> • The remaining staircases to be completed in-line with above criteria • Emergency Evacuation Plans to be written when required for individual students • Ensure accessibility requirements are considered with all refurbishment projects e.g. window blinds, appropriate colours • Bedford High School are a responsive site and will put in place all feasible actions which are identified by individuals
Monitoring of plans	
<ul style="list-style-type: none"> • This plan will be monitored termly through a site inspection by the site manager and governor 	

SUPPORT SERVICES	Process for identifying barriers
	<ul style="list-style-type: none"> • Review of Education, Health and Care Plans or Support Plans for students with SEN(D) • Advice from external agencies • Requests and identified needs of students and parents through discussions, observations and feedback • Keeping up to date with local, and national providers for support • Governor visit
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • The school subscribes to a wide range of external provision to improve self-reliance and confidence for selected vulnerable students. • Educational Psychologists completed ten in school sessions to assess students • Targeted Education Support Service to assess and advise on individuals • Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions
	Objectives for improvement 2015-2018
	<ul style="list-style-type: none"> • Review SEN register to identify students with SEN(D) and provide appropriate support for students and parents • Ensure paid for external agencies provide value for money • Identify other support for specific learning needs as required • Work with external agencies to improve accessibility
Monitoring of plans	
<p>This plan is to be monitored by the governing body, SLT and other relevant staff.</p>	

SCHOOL CURRICULUM	Process for identifying barriers
	<ul style="list-style-type: none"> • Monitoring of high quality teaching, learning support and impact on progress through observations/drop ins etc • Year 7 students have base-line testing • Transition arrangements • Review of individual Education, Health and Care Plans and Support Plans for students with SEN(D) • Feedback and input from parents at consultation meetings and external agencies
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • There are laptops and iPads available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. • We ensure students have access to appropriate level of curriculum. There are a small number of students who access courses which are on offer from external providers • Provisions of appropriate sensory processing aids for specific students following advice from external agencies • School works within the examination board guidelines to put into place Access arrangements • Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff.
	Objectives for improvement 2015-2018
	<ul style="list-style-type: none"> • Review curriculum offer in light of national and local practice / policy • Review the interventions provided for individuals and small group within each Key Stage • Provision of specialist equipment to be reviewed and provided on per case basis. • Continue modification of materials to ensure resources are accessible. • Adequately resource technology to support SEN students accessing the curriculum. • Increase SEN(D) voice on school council • Faculty based TAs in each area for a minimum of 12 hours per week • Launch our inclusion area in school.
Monitoring of plans	
	This plan to be monitored by the curriculum and pastoral teams within school and any other relevant staff