

Pupil Accessibility Policy (Trust including EYFS)

Related Policies

- Admissions Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- General Medical Care Policy
- Special Educational Needs Policy
- Safeguarding Policy
- EAL Policy
- Curriculum Policy

1. Introduction

- I. This policy is drawn up in accordance with the Equality Act 2010, and in conjunction with the Children's and Families Act 2014. The school also draws upon the guidance laid out in the May 2014 DfES "The Equality Act 2010 and schools" document and the revised EYFS Framework 2014.
- II. The Governing Body accepts its duties towards disabled pupils and has established a Pupil Accessibility Review Committee made up of:
 - a) **Bede's Senior:** The Principal Deputy Head, the Director of Estates, the Director of Learning Enhancement (SENDCO), Deputy Safeguarding Lead, the Senior Day Housemaster, the Health and Safety officer, Lead School Nurse, the Registrar.
 - b) **Bede's Prep:** The Deputy Head, the Director of Estates or Site Maintenance Manager, the Head of Pre-Prep and Nursery, the Lead School Nurse, the Senior Learning Enhancement Teacher, the School Welfare Officer, the Prep Admissions Officer.
- III. In both cases, a confidential minuting secretary will also be present.
- IV. The Committee may co-opt additional members whose expertise in any field may be of assistance and its purpose is to review policies, procedures, plans and facilities which are likely to affect pupils who are disabled. The committee also reviews The 3-year Accessibility Plan. The committee meets half termly.
- V. In planning accessibility strategies, the school may consult with the Governing Body and other departments through the school, and other outside agencies working in conjunction with the school.

2. Key Objective of this Policy

- I. To reduce barriers to the curriculum and to fully enable participation in the school community for pupils, and prospective pupils, with a disability by: -
 - a) not treating pupils who are disabled less favourably for a reason related to their disability;
 - b) making reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
 - c) drawing up plans to reasonably eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

3. Definition of Disability

- I. Disability is defined within the Equality Act 2010 as follows:

“a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”.

- II. This definition is broad in context, and can include children with a range of impairments such as, Autistic Spectrum Disorders, ADHD, ADD, diabetes or epilepsy, where the effect on the pupil’s ability to carry out normal day to day activities is adverse, substantial and long-term.
- III. Dyslexia and dyspraxia are included in this definition. All pupils with cancer or surviving cancer, HIV, CF or multiple sclerosis are also included from the point of diagnosis.

4. Definition of Normal day to day activity

- I. This is impacted if the impairment impacts one or more of the following:

- a) Physical co-ordination
- b) Continence
- c) Mobility
- d) Manual dexterity
- e) Ability to lift, carry or move everyday objects
- f) Speech, hearing or eyesight
- g) Perception of risk of physical danger
- h) Memory or the ability to concentrate, to learn and to understand

4.1 What defines ‘reasonable adjustments’?

- I. In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- a) Provisions, criteria and practices
- b) Auxiliary aids and services including assistive technologies
- c) Physical features.

- II. In determining what is reasonable the school will have regard to:

- a) The financial resources available to the school
- b) The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- c) The practicality of making reasonable adjustments
- d) The extent to which aids and services will be identified, are likely to be via an Educational Health and Care Plan, Provision Map and Learning Plan, professional report, or by provision paid for outside the school’s resources
- e) Health and Safety requirements
- f) The interests of other pupils
- g) The need to maintain academic, musical, sporting or other standards

5. Identifying needs and general information

- I. Bede’s is a school where acceptance of a pupil is based on whether the school can appropriately meet each child’s needs. The Special Educational Needs and Disability (SEND) policy gives detailed information about how individual needs are met and the teaching and learning and special arrangements and specialist support in the school. The needs and provision for pupils with EHC Plans are given careful consideration prior to entry to ensure that their needs can be met fully.

- II. Bede's is not a specialist independent school within the meaning of the Children's and Families Act 2014, and is not registered with the Secretary of State under section 41. Consequently, Bede's does not publish a SEND information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools. Bede's is an independent HMC School; The Prep School is an independent IAPS School. Bede's thus is not named on an EHC Plan under a Local Offer (funded place).
- III. Bede's may, from time to time, choose to admit a pupil subject to a EHC Plan, if parents/carers express a wish for the school to be named, and if this is agreed by the Local Authority, and where the school can fully and clearly meet the child's needs. This is an unusual and rare arrangement since Bede's has only limited SEND provision, and would not generally be the best or most appropriate setting for a child subject to an EHC Plan.
- IV. A detailed SEND Register is kept and all staff are provided with information about the children with additional needs. The school works closely with outside agencies and in conjunction with the LEA for children with an EHC Plan. A programme of continued professional development as well as in school INSET is provided to help support the school staff in meeting the needs of children with SEND. Staff meetings are held to discuss pupil issues as well as plan for pupils who are joining the school.
- V. There is a strong welfare support system in place at Bede's. House staff/Heads of Year and tutors, as well as form teachers at Bede's Prep, play an important part in the welfare of the children along with other boarding staff and the schools' nurses. A school doctor visits regularly and each pupil has a tutor at Bede's Senior or form teacher at Bede's Prep, with whom they meet on a regular basis.
- VI. The Principal Deputy Head at Bede's Senior, and the Deputy Head at Bede's Prep, are the respective safeguarding leads. They both have deputies in place. There are School & House prefects who help new children to settle in along with a comprehensive induction programme. There is a clear complaints procedure of which pupils as well as parents/carers are made aware.

6. Admissions

- I. Parents/carers of prospective pupils should notify the school of any SEND as early as possible so that we can make appropriate arrangements for any visits to the school. We welcome pupils with disabilities and special educational needs providing that our site and our Learning Enhancement unit can accommodate their needs. Parents/carers should provide a copy of an Educational Psychologist's report or medical report at the earliest opportunity but specifically during the registration stage of the Admissions process. We can then discuss thoroughly with parents/carers and their medical advisers, the adjustments that can reasonably be made for the child and whether we can meet their needs before a place is offered.
- II. Once we have assessed a child's needs and offered a place, the school will do all it reasonably can to ensure that the child can, with 'reasonable adjustments', access the curriculum and the co-curricular programme. In order that all our pupils may have the fullest possible experience at the school, we try and ensure that all its pupils can participate fully in all aspects of school life including trips, sports and events, but must ensure that no pupil's safety or education is put at risk by the needs of another individual.

7. Withdrawal of a Pupil

- I. If, following the process of consultation and the making of all 'reasonable adjustments', it is the professional judgement of the Headteacher that the school cannot support the special educational needs or disability of an individual pupil, parents/carers will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

8. Responsibility

- I. In order that Bede's is fully compliant with the Equality Act, all staff are made aware of the duties towards children who have SEND and the 'reasonable adjustments' needed for particular children. These are outlined in Pupil Profiles (Care plans and/or Provision Map and Learning Plan and/or Welfare Plans) prepared by the school's nurses, SENDCOs or those responsible for pastoral pupil care.

9. Concerns or complaints

- I. Bede's has an internal complaints procedure, which starts by asking parents/carers to raise any concern or complaints with the person in charge, then the management group, then the governing body. Beyond this, the Equality and Human Rights Commission provides a confidential help line and a conciliation service (<http://www.equalityhumanrights.com/>).
- II. The School also recognises that pupils with SEND may be at greater risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

10. Implementation of the Policy

- I. The Pupil Accessibility committee will meet half-termly, using the following Agenda as a term of reference. The Minutes of the meeting, together with all actions, will be reviewed and prepared.
- II. Attendees Bede's Senior: – The Principal Deputy Head, the Director of Estates, the Director of Learning Enhancement (SENDCO), Deputy Safeguarding Lead, the Senior Day Housemaster, the Health and Safety officer, Lead School Nurse, the Registrar
- III. Attendees Bede's Prep: – The Deputy Head, the Director of Estates or Site Maintenance Manager, the Head of Pre-Prep and Nursery, the Lead School Nurse, the Senior Learning Enhancement Teacher, the School Welfare Officer, the Prep Admissions Officer.
- IV. Quorum will be any four of the above, which must include the SENDCO/Senior Learning Enhancement Teacher.
- V. Standard Agenda:

Item No	Item	
1.	Matters Arising	
2.	Review the Accessibility Plan	
3.	Review of potential new pupils and their needs	
4.	Review each existing pupil with substantial and long term needs	
5.	Review existing pupils who may need to be added to the register	
6.	Any other business	

Owned by:	Principal Deputy Headmaster
Authorised by:	Governing Body
Date:	February 2019
Review Date:	February 2020
Circulation:	All Staff

APPENDIX A: Accessibility Plan Bede's Senior School
Three-year plan: 1st Sept 2016 – 1st Sept 2019

1. Access to the physical environment

Item	Reason	Responsibility	Target date for completion	Date completed
Provide disabled ramped from Road surface to classrooms to O6-012 and 017-024.	To afford the provision of independent mobility wheelchair access in negotiating the change of height between the road and internal floor surface	Director of Estates	Sept 2019	Part completed
Remove the existing gravel surface from the path adjacent to the library extending to the top of the steps at the rear of the Science Block	To afford the provision of independent mobility wheelchair access in negotiating the existing gravel surfaced pathway	Director of Estates	Sept 21	
Provide the facility of a disabled hoist within the swimming pool enclosure	To allow unrestricted access for swimming provisions for mobility dependant persons	Director of Estates	Sept 20	
Remove shingle from area adjacent to Drama	To afford more suitable surface for wheelchair and mobility scooters	Director of Estates	Sept 20	
Develop another new boarding house to be fully DDa compliant. Plus further DDA compliant toilets for that locality		Director of Estates	June 2020	
Instate pathway across main lawn in front of the Science Department to facilitate access to the lower part of the campus.	To afford more suitable surface for wheelchairs or those with any motor disabilities.	Director of Estates	Sept 19	Completed

To Build a New Classroom Block	To provide suitable and sufficient classrooms for all	Director of Estates	On hold	On hold- Future masterplan
Consider the provision of a lift or alternative accessible arrangements to classrooms for all science subjects and access to library.	To allow unrestricted access to all classrooms in the Science block and Library.	Director of Estates	Summer 2020	
Provide tactile warning and colour contrasting nosing's to the steps at the Entrance of Stud, Crossways, Knights, Sports complex, The Manor House, Dining Area, Music Dept, Ostlers, Science Block, Legat School of Dance and Miles Theatre,	To afford access for the visually impaired.	Director of Estates	Summer 2018-2021	Part completed
Provide at least one disabled designated bay to the main car park and mark out a bay as close as feasibly possible to the Manor House.		Director of Estates	Summer 2019	Part Completed 4 spaces. Further space to be provided
Increase signage in the main car park advising all visitors to report to the Porter's Lodge		Director of Estates	Summer 2019	Completed
Reconfigure steps to meet with current DDA guidance, including handrails to The Manor House, Dining Area and Music		Director of Estates	Summer 2021	
Provide handrails to floor level changes at Ostlers & Science Block		Director of Estates	Summer 2019	
Provide paths used for emergency egress from Art	To afford the provision of independent mobility wheelchair access	Director of Estates	Summer 2020	

School have a firm and even surface free from obstructions				
Provide step free egress from all emergency exits for the Legat School and Miles Theatre	To afford the provision of independent mobility wheelchair access	Director of Estates	Summer 2019	
Provide an entrance ramp to Film and Media Department	To afford the provision of independent mobility wheelchair access	Director of Estates	Summer 2019	

(Further detail regarding further scope of works for the accessibility plan can be found in the 2015 accessibility audit.)

APPENDIX B: Accessibility Plan Bede's Prep School
Three-year plan: 1st Sept 2016 – 1st Sept 2019

Access to the physical environment

Item	Reason	Responsibility	Target date for completion	Date completed
Convert Guest W/C to be DDA compliant <ul style="list-style-type: none"> • Hand rails • W/C signage denoted 	The Ground floor to the main school is largely wheelchair accessible through to the classrooms in the New Dinning block. However, no Disabled accessible toilets are provided to the Ground floor	Director of Estates	Sept 2019	
Ramp to theatre	Improve access to the Ground floor rooms that are not accessible – for example the Theatre	Director of Estates	Sept 2020	Sept 16
Disabled W/C signage	The lower ground floor is largely wheelchair accessible with a DDA compliant toilet located within the new dinning block.	Director of Estates	Sept 19	
Provide tactile warning and colour contrasting nosing's to the steps	To afford access for the visually impaired	Director of Estates	Sept 16-20	Part complete
Construct designated racks for bags plus storage	To enable wheel chair access on the lower ground floor and the Ground floor – keep corridors clear	Director of Estates	Sept 17-20	Part complete
Improve lighting around the site (LED programme)	Improve lighting for the visually impaired.	Director of Estates	Sept 17-20	Ongoing
Provide disabled parking at Hollywell	To ensure there is a disabled parking bay on site	Director of Estates	Summer 2020	

**APPENDIX C: Accessibility Plan Bede's Senior
Three-year plan: 1st Sept 2016 – 1st Sept 2019**

1. Access to the curriculum

The School's policy is that all pupil should follow a programme which is within the frame work of the curriculum offered by the school but which is appropriate to them and which takes account of their special educational need or disability.

This is managed by the SENDCO and the Learning Enhancement Department in liaison with the pupils, their parents/carers, subject teachers, heads of year and other relevant staff.

Any new pupils are assessed and placed on suitable programme of study. The school's SEND policy sets out the provision available within the school to enable pupils to access the curriculum.

The school encourages the use of assistive technology in lessons and pupils are fully assessed for examination access arrangements during year 9 or when appropriate. Arrangements such as readers, scribes and additional time are factored into school tests and examinations throughout the year to ensure pupils with special educational needs or disabilities are not at any disadvantage.

Item	Reason	Responsibility	Target date for implementation	Date completed
Computer Reading Software. 'Read Write'	To enable pupils to have independent access to examinations and text in the classroom without the need for a human reader to be in place	Director of Learning Enhancement (SENDCO)	June 2016	Read Write technology was used in formal exams in June 2018.
Introduction of speech to text assistive technology	Year 10 pupils 2018/2019 are entitled to use speech to text assistive technology in their formal exams. This will be trialled in exams in March 2019	Director of Learning Enhancement (SENDCO)	September 2018	Pupils will first use this technology in year 10 exams in March 2019.
The Learning Enhancement Department will offer LE drop in sessions free of charge in Activity time.	Some pupils would benefit from additional LE support but parents are unable to fund LE lessons. The LE department provides free lessons as a reasonable adjustable for pupils with SEND.	Director of Learning Enhancement (SENDCO)	September 2017	These sessions will be ongoing to meet pupil needs

The Learning Enhancement Department will offer touch typing lessons free of charge in activity time.	Some pupils would benefit from touch typing support. The LE department provides free touch typing sessions as a reasonable adjustable for pupils with SEND.	Director of Learning Enhancement (SENDCO)	September 2017	These sessions will be ongoing to meet pupil needs
Prep School Learning Enhancement Department moved to a refurbished suite of rooms	To provide more space and a more suitable working environment for LE staff and pupils	Director of Estates/Facilities Management Committee	September 2018	October 2018