

# ACCESSIBILITY POLICY and PLAN



**Bishop Challoner**  
Catholic Secondary School

## Introduction

This plan is drawn up in accordance with the Disability Discrimination Act (DDA 1995), as amended by the SEN and Disability Act 2001; it requires all schools to plan to increase, over time, accessibility for disabled students. It is based upon DfES guidance July 2002 'Accessible Schools; Planning to increase access to schools for disabled students'.

Bishop Challoner Catholic Secondary School and the LA are required to plan for:

- Increasing access to the curriculum for disabled students
- Improving access to the school's physical environment.

Legislation has three main strands that Bishop Challoner Catholic Secondary School has to consider for disabled students:

- The Disability Discrimination Duties (Sections 28A-28C of the DDA 1995)
- The planning duties (Section 28D-28E of the DDA 1995)
- The SEN Framework (the Education Act 1996 and The Children & Families Act 2014 -this Act incorporates the SEN Code of Practice: 0-25 years)

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special education provision to be made for them'. They are said to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or at least hinders them from making use of the educational facilities of the kind that are generally provided for children of the same age within the LA.
- Are under compulsory school age and fall within the above definitions, or they would if special educational provision was not made for them.

## Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' (see below for definition of normal day-to-day activities).

- Physical or mental impairment includes sensory impairments such as hearing or visual loss and also hidden impairments.
- In the Equality Act 'substantial' is defined as 'more than minor trivial' and 'long term' is defined as 'a year or more'.

## Normal day-to-day activity

An impairment which affects normal day-to-day activities will have an impact on the student's everyday life in one or more of the following areas:

- Mobility
- Manual dexterity
- Physical co-ordination

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- Contenance
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception or risk of danger

### **Principles**

- Compliance with the DDA is consistent with the school's aims and the operation of the school's SEND policy.
- The school recognises its duty under the DDA not to discriminate against disabled students in their admissions, exclusions, provision of education and associated services; not to treat disabled students less favourably; to take reasonable steps to avoid putting disabled students at a substantial disadvantage; to publish an Accessibility Plan.
- In performing their duties, Governors and staff will have due regard to the Disability Rights Commission (DRC) Code of Practice 2002.
- The school recognises and values 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.
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

### **Objectives:**

To reduce and eliminate any barriers that prevent students with a disability from accessing the curriculum and to enable full participation in the school community for students and prospective students.

### **Curriculum**

Bishop Challoner Catholic Secondary School operates under the principle that all areas of the curriculum should be accessible to all students this includes Alternative Curriculum Provision and extra-curricular opportunities such as the Duke of Edinburgh Scheme.

The attainment and achievement of all students with a disability is monitored by individual subject teachers, Heads of Year, the SENCo and the relevant SLT Line Manager as part of the normal data review and monitoring practice.

### **Physical Access**

It should be noted that the original school site and buildings were not designed with disabled requirements in mind. It is acknowledged that the current design of the 1st floor English, Food, RE and ICT departments does present access issues to students with a physical disability. However, the school does make appropriate and realistic attempts to accommodate students with disabilities as part of our inclusive approach and any students with short term disabilities such as those caused by a sporting injury, can access the curriculum within the Library.

Any new building work within the school will take into account the need for greater accessibility.

- The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers, SEN inspectors and advisers and appropriate health professionals.
- The school will take into account the needs of students and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting and more accessible fixtures and fittings.
- The school will make itself aware of local services, for providing information in alternative formats when required or requested.