



Blessed Edward Campion Federation Mission Statement

Christ taught us to love one another.

As a school we follow his example, appreciating everyone as a unique gift from God.

We encourage each individual in the BEC Federation to achieve their true potential, giving them a firm foundation through love, learning and worship, to guide them on their journey through life.

Jesus said, "Love one another as I have loved you." (John 13: 34)

Accessibility Plan 2024-27

Policy Type	Policy Number	Prepared by (job title) and date
Statutory	S01	SENDCo – July 2024
Approval Date	Review Frequency	Review Due Date
08/10/24	Every three years	July 2027
Signed on behalf of the Full Governing Body 08/10/24	<i>G.M.Kendrick</i> (Chair of Governors)	08/10/24



Our Lady Help of Christians Catholic Academy Trust

Providing an inspirational, outstanding Catholic education for
all the children and young people in our schools.

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Blessed Edward Campion Federation has an ambitious culture and vision for all pupils and staff. We are uncompromising in our high expectations to all strands of life and it is our ambition to ensure that every pupil will be given the equality of opportunity to 'be the best they can be' in whatever they wish to do.

Inspired by Jesus' leadership and teaching, everyone at The Blessed Edward Campion Federation places children's well-being at the center of what we do, and believes this is the key to raising academic success. Our open culture promotes all aspects of pupil's welfare so that they always feel safe and trust leaders to resolve their concerns or problems and make sure they are healthy, fit and emotionally prepared for life in modern Britain.

We place a strong emphasis on equality of opportunity and a culture of vigilance where pupils' welfare is of paramount importance. Leaders, Governors, staff and pupils lead by example, staying faithful to the Gospel values by which they live their lives. We live out our Mission Statement by building positive relationships with everyone to create a culture of respect and tolerance. However different we are, we all feel valued. This is supported by setting high expectations with regard to our interactions, locally, nationally and globally and by developing personal awareness, creativity and a social understanding to include social behaviors, where courtesy and manners are the norm.

The broad and balanced curriculum is child-centered so that pupils take ownership of their own learning and feel inspired to challenge themselves to set high personal targets, to step outside their comfort zone and to develop 'growth mindsets' with a 'can-do attitude.'

From this basis we aim to ensure that every child has access to the education that they need and deserve regardless of any barriers to learning that they may face, or their different starting points. The aim of this plan is to set out how we do this in practical terms.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Definition of Special Educational Needs and Disabilities

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our Special Educational Needs and Disabilities Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Blessed Edward Campion Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website.

The Blessed Edward Campion Federation Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour and Statement of Behaviour Principles Policy
- School Development Plan
- Equalities Policy
- Health and Safety Policy
- Administering Medicine Policy
- Supporting Pupils with Medical Conditions Policy

Blessed Edward Campion Accessibility Plan: 2024-25

1. Improving access and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum, our aim at The Blessed Edward Campion Federation is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo / Admin teams	Ensure SEND registers reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Ensure information is shared with staff. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. Individual healthcare plans.	Ongoing	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	SLT	Introductory meetings with teachers and SENDCo, followed by termly parent evenings with parents and carers. Termly review meetings for children with PDR's and EHCP's, parents invited to contribute.	-Up-to-date PDR's and EHCP's -Rooms for meetings -Diary dates	Ongoing	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	SENDCo, Head of School, EYFS Teachers	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend CPD opportunities to build relations with other local SENDCOs (eg Deputy Head Network Meetings).	-Teacher/SENDCo/ Head of School time	Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SLT	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to hold termly 1:1 pupil progress/review sessions with teachers.	-Staff meeting -TA training SENDCo/Teachers time -External agency training	Ongoing	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.
Use appropriate assessment tools and activities for children working pre-key stage	SENDCo	Salford Reading/Vernon Spelling assessments Use other professionals to complete assessments / inform PDR targets / obtain advice for adaptations of the curriculum.	SENDco/Teachers time - External agency support		Children working prekey stage will have consistent approaches for assessment and planning. Children working prekey

					stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school	SENDCo/Head of School	To conduct parent interviews. To liaise with external agencies. Make relevant referrals to external agencies. To identify training needs.	-Staff meeting -TA training		All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Laptops available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment eg, visual timetable, wobble cushions etc. Maintain In Print subscription to make Widgit Symbol resources.	-Audit of equipment and needs - Staff training - Cost of resources		SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention monitoring of success and impact on progress	SENDCo / Head of School	Track intervention success by collecting and monitoring Intervention Data through termly PDR reviews with teachers to allow for optimum outcomes for pupils with SEND. Successfully deploy TA support to ensure that interventions are taking place. Audit and monitor the success of interventions. Allow new interventions time to embed and continue CPD to ensure that alternative data proven interventions are identified and implemented as appropriate.	-SENDCo/Teacher time Training on new interventions through external professionals - Time for internal CPD. -Resources required to deliver interventions		Progress and attainment of all children is outstanding
All children are visible in the curriculum and resources	SENDco Head of School Subject Leaders	Resources will reflect the needs of the pupils. Subject leads will work with SENDCo to ensure that send provision is reflected in every subject	-Books - Staff time		SEND provision will be available and consistent in all areas of learning and SEND pupils will feel included in all subjects.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort -Risk Assessments	SLT SENDCo	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to the full extent. Opportunities for pre visits made available if needed.	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips during their time at Blessed Edward Campion Federation
Ensure all children feel safe and involved at playtimes	SLT	TA's to encourage children to join in games TA's to report any causes for concern to SLT and to keep class teachers informed. Involvement of school council.	-Training for TA's - Weekly TA / Teacher meetings -Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children
Ensure that attendance at after school clubs and wrap around provision is accessible for SEND students and that reasonable adjustments are made to enable participation.	SENDCo	Audit SEND children use of clubs and extended services. Risk assessments put in place if needed.	- Registers of clubs and extended day - Risk assessments	On going	Increased successful access of SEND children at After School Clubs and wrap around provision.
To make effective use of the Forest School and cooking facilities	SLT	Children to access forest school and cooking facilities to support SEMH needs and to help to build life skills.	-Resources for cooking lessons -Timetables Forest School - Risk Assessments	On going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.

3. Improving access and delivery of written information

To improve the delivery of written information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
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Review documentation on website to check accessibility for parents	SLT	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	SLT time	On going	All parents will be able to be aware of what is happening at school via the website.
Offer written materials in alternative formats if required	Federation Business Manager Office	Investigate and implement successful and accurate translation tool that can be used by office staff to support parent understanding. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Time to research software, complete training and implement. FBM and Office time	Autumn term	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SENDCO	Continue to use Wigit Symbols to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit. Wigit software to be available to key staff.	Training Time for meetings Staff time for resource making	Ongoing	Appropriate use of Wigit symbols is visible across the federation.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team and Governors.

It will be approved by the Governing Board and the Executive Headteacher

