



BEECHWOOD

Sacred Heart School

DISABILITY EQUAL ACCESS POLICY

This policy has been created to meet the requirements of the Disability Discrimination Act (1995) and the SEN and Disability Act (2001).

At Beechwood Sacred Heart School we are committed to ensuring that all pupils and potential pupils are treated equally, as stated in our Equal Opportunities Policy. This policy clarifies our position with respect to those with disabilities, including learning difficulties (but see also our Learning Support Policy).

We will address this through the following actions:

- Make written materials available in alternative formats, e.g., Braille, large print, as required by potential pupils;
- Investigate the possibility of adding visual components to the existing auditory warning alarms throughout the School;
- Seek advice on appropriate colour schemes to benefit visually impaired pupils, e.g., contrasting colour on edges of steps, handrails in different colours to walls, and consider the best colour and texture for any ramps fitted;
- Review the improvement of wheelchair access throughout the School, providing ramps where necessary and possible (but see note below);
- Seek to provide remote access to the Senior School Library through the use of the School intranet and a computerised library index;
- Seek to provide remote access to the School's computer resources through a Virtual Learning Environment.

At the same time, we will continue to address the needs of disabled pupils by:

- Applying a continuing programme of staff training on differentiation in the classroom;
- Ensuring that all future building developments address the needs of disabled pupils with respect to access and safe routes of travel;
- Ensuring provision for pupils requiring reasonable adjustments and special consideration in public and School examinations;
- Ensuring that our Admissions Procedure does not discriminate against any potential pupils in terms of any disability, as long as it can be shown that they have the ability to access the curriculum with the level of support that we can provide through our Learning Development Department.

However, the School recognises that many features of its buildings, particularly the small classrooms, narrow corridors and flights of steps in the main building, pose particular problems for pupils with impaired mobility.

This policy and the associated action plan will be reviewed annually.

Reviewed August 2011

3-YEAR ACTION PLAN

Year	Term	Objective	Action
2010/11	Autumn	Improve disabled access to facilities Improve differentiation for different needs in teaching	Hand rails fitted on Linen room stairs and Mater Square stairs. Staff inset on ADHD and Asperger's Syndrome. Produce literature for staff on pupils with ADHD and ASD. LD to observe subject lessons to aid differentiation.
	Spring	Improve disabled access to facilities Improve differentiation for different needs in teaching	Paint Leonardo handrail different colour to wall. Continue use of Inclusion Development Programme for staff professional development on learning issues – Autism/Speech & Language. Develop laptop policy for pupils using laptops in classes
	Summer	Improve disabled access to facilities Improve differentiation for different needs in teaching Ensure equality in admissions procedures.	Include disabled toilets in new changing rooms and toilets adjacent to Auditorium. Improve provision for pupils needing special requirements for ICT in external examinations. Review admissions policy.
2011/12	Autumn	Improve disabled access to facilities Improve differentiation for different needs in teaching Ensure equality in admissions procedures.	Build ramp and handrail for internal access to Auditorium. Whole school staff inset on Dyspraxia. LD training on Schoolbase; more information for staff on-line Modify school reference system to pre-identify existing difficulties before entry.
	Spring	Improve disabled access to facilities Improve differentiation for different needs in teaching	Ensure that access such as ramps and lifts are part of plans for new sports hall and science/technology buildings. Introduce LD review meetings - fortnightly meetings with departments of core subjects. Early morning small group sessions with subject staff and LD - practical applications in class.
	Summer	Improve disabled access to facilities Improve differentiation for different needs in teaching Ensure equality in admissions procedures.	Continue to use appropriate colour schemes for visually impaired. Librarian to develop a tracking system for reading for LD pupils. Review admissions policy.
2012/13	Autumn	Improve disabled access to facilities Improve differentiation for different needs in teaching	Ensure that access such as ramps are included in improvements to Junior House and Regina Mundi. Improved laptop provision for pupils in classrooms to foster differentiation
	Spring	Improve disabled access to facilities Improve differentiation for different needs in teaching	Review G & T policy. Introduce tracking of subject G&T provision online
	Summer	Improve disabled access to facilities Improve differentiation for different needs in teaching Ensure equality in admissions procedures.	Review existing facilities to identify areas for future development. Review existing provision to identify areas for future development. Review admissions policy.