

## Disability Access Statement

### **Section 1: The Built Environment**

Blessed Robert Sutton Catholic Sports College is housed in buildings of a variety of ages. Our oldest buildings were built in the 1960s, the newest as recently as 2015.

As new buildings are commissioned and older areas of the school are refurbished, due consideration is given to ensuring that the physical environment is as accessible as possible to those with disabilities.

Step/barrier free access is available to the following areas of the school:

- Rooms along the main corridor on the ground floor, including ICT suites (C2, C3), The Sixth Form area, administration offices, and specialist classrooms for psychology, languages and mathematics
- The learning support unit
- The new geography block
- The hall
- The school canteen
- The medical room
- PE facilities including all eight changing rooms, gym, sports hall, community sports lounge, officials' room, coaching room and medical room.
- Ground floor rooms of the second block, including two RE classrooms, history classrooms and all specialist teaching spaces for Art and Design, Textiles, Food and Resistant Materials.

Disabled toilet facilities with emergency alarms are available in the Sports area.

Internal double corridor doors are being replaced to be of a 60/40 width.

Owing to the age of our buildings, the science labs, all English classrooms, four of the five mathematics classrooms and two further ICT suites are inaccessible to those with physical impairments which would preclude them from using stairs. Should any significant refurbishment of these areas ever be undertaken elevator provision/improved DDA access will be considered. In the meantime, where a student with an impairment needs to access these subjects, provision will be made to house the lesson in a more accessible room.

When tiered seating is deployed in the Hall, the front row remains at ground level (and is the last row to be filled with students) and additional ground-level seating can be provided.

- **As the school grows and changes, we will take new opportunities to improve our built environment to ensure access for all, and wherever possible, refurbish existing buildings in the same vein.**

### **Section 2: Our Staff**

The school has a SENDCo and a team of Learning Support Assistants who are committed to ensuring appropriate access to learning for all individuals. Examples of the work they may undertake includes, but is not limited to:

- Work with outside agencies to support students with hearing impairments/aids

- Moving and using orthotic and support equipment to meet individual needs (where such equipment is provided as part of a EHCP, for example)
- Ensuring specialist battery-operated equipment is be charged-up
- The basic provision of physical therapy (where training has been provided by the relevant agencies)
- Escorting students with impairments between lessons prior to the main movement of children
- Differentiating activities (in cooperation with the teacher) to ensure those with impairments can access the curriculum
- Assist in the creation of Personal Evacuation Plans for those who would not be able to leave the building in the 'normal' way should the fire alarm be sounded.
- Offering enhanced teacher:student ratios on school trips

The school's first aiders will work alongside students who require regular medical attention or medicine. This may include, for example, providing a time and protected space for diabetic students to monitor their blood sugar levels.

The Examinations Officer will work alongside the SENDCo to establish what additional support is needed for disabled students to fully access examination papers and will work with all teaching staff to ensure that such arrangements are available for tests, assessments and coursework activities undertaken in lessons.

The SENDCo will ensure that all staff are adequately informed of the individual needs of any disabled students. The SENDCo is Mrs Laura Wilson.

- Our staff will continue to work with outside agencies and undertake training to ensure those with disabilities are supported to access as full a range of curriculum opportunities as possible.
- Where appropriate, our staff will make reasonable adjustments to ensure that those with disabilities can benefit from the education which is offered at Blessed Robert Sutton.
- Our staff will skill themselves in new technologies should such adjustments prove to allow better access to the curriculum for students with disabilities.

### **Section 3: Transport**

We allow taxi/car access right up to the front door of the school where a disabled student uses this as their method of transport to/from school. A wide disabled parking bay is available at the front of the school.

Any disabled sixth former with their own car is welcome to use the staff car park.

Students are supervised from nearby bus stops in the morning and from school to the bus stops in the evening. Transport to/from school is provided by Midland Classic and they operate a fleet of 'kneeling' buses with wheelchair ramps fitted. Thresholds, step edges and grip rails are usually contrast coloured.

Accessible transport facilities will be sourced to allow those with disabilities access to educational visits.

- We will work with local authorities and families to support access to our school for those with disabilities.

- Trip leaders will work with the Educational Visits Coordinator and member of SLT responsible for Education Outside of the Classroom to ensure reasonable adjustments are made to educational visits to encourage access for all.

#### **Section 4: Parents**

Should any parent/carer need assistance in accessing school services, we are committed to taking practical steps to ensure this is possible. Such steps may include:

- Providing BSL signed assistance at presentations/performances
- Providing information in large print
- Encouraging communication via email/Firefly where a parent/carer may be unable to use the telephone
- Allowing access to the disabled parking space in the staff car park
- Reserving appropriate seats to allow unhindered access to assemblies, performances, acts of worship and presentations to which parents/carers are invited.
- Hosting meetings in appropriately accessible rooms.
- Hiring-in induction/hearing loops where these may be necessary for consultations/meetings.
- Having Parents' Evening consultations in physically accessible parts of the school, and offering office-based (as opposed to a noisier open space) consultations where background noise is less of a distraction for hearing impaired parents.
- Our school will view each case individually and support, where practically possible, parents and carers with disabilities so as they can engage with their child's education.