

All Hallows RC High School



Accessibility Plan 2022-2025

Date plan last reviewed: Reviewed September 2022

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Signed by: N. Jackson

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Statement of intent

We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel values are central to teaching and learning, and in which the unique value of each person is recognised and respected.

This plan outlines how All Hallows aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit at the point of reviewing the policy. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Time adequate for students to use adapted equipment in practical work.	Lesson organisation is adequate to ensure time and TA support is made for students with physical difficulties.	Teachers, Support staff	Ongoing with continuous review on individual basis	All students complete given tasks, and are fully included.	
	Provide more information to staff regarding specific needs of named students	Raise awareness of students' needs through Pupil passports and recording of interventions on provision map Staff training on graduated approach to identifying and supporting SEN students	SENCO	Ongoing throughout the year Updates provided on individual basis	Staff will have clear understanding of the needs of identified students with disabilities and the requirements for accessibility.	
Medium term	Provide Staff training to further improve outcomes for students with SEN	TA training to be directly linked to areas of student need. Incorporate staff CPD into	SENCO HODS SLT	Termly or as identified on individual basis	Pupils with SEND and disabilities are making progress in line with their ability.	

		<p>Appraisal review forms Training to be offered to teaching staff by specialists as identified through assessment section of graduated response process</p> <p>Support departmental areas in developing differentiation strategies</p> <p>Use student shadowing and learning walk data to highlight training needs</p>				
Long term	<p>Increase reading ability of pupils who are identified to be over 12 months below their chronological age</p>	<p>Staff training on the delivery of reading intervention</p> <p>Twice weekly reading intervention sessions in small groups on</p>	<p>SENCO Teaching Assistants</p>	<p>Twice weekly sessions over a half term Reviewed half termly.</p>	<p>Pupils reading ages will have increased therefore improving access to reading material in the classroom.</p>	

		evidenced based reading programme (Lexia)				
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Ensure any hearing impaired persons are aware of alarms/ intruder alert.	Vulnerable students made aware and given 1:1 support in order to vacate areas if necessary. Teachers to be aware of those pupils in class	Teachers and support staff	Ongoing As necessary	All users of the site have clear indication of use and routes which they can access. All users are aware of fire emergencies and can escape out of emergency exits. No child is vulnerable due to hearing disability.	
Medium term	Review training needs on staff to ensure better coverage of skill when using specialist equipment	Training for staff using Evac chairs in case of an emergency.	Relevant teachers and support staff	Termly Routine practice during fire drill	All pupils with disabilities are able to safely evacuate during an emergency Staff are confident in using the specialist equipment	

<p>Long term</p>	<p>Ongoing building work to increase physical space in school takes into consideration the access for disabled pupils</p>	<p>Liaison with building company to ensure the works are compliant with disabled acces.</p> <p>Ensure that any areas that become unaccessible in school during the building works do not affect the routes that pupils take to get to their classroom</p>	<p>Site team Business manager</p>	<p>2022-2024</p>	<p>Pupils will be able to continue to have full access to the school building during building works and have full access to the extension of the school building on completion.</p>	

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure that visually and hearing impaired students and those with co-ordination difficulties can access all information and learning opportunities within the school.	Training to teaching and support staff on effective strategies for supporting VI/HI pupils in the classroom	Use LA's specialist adviser as necessary. Use physiotherapists and occupational therapists when necessary. Train staff as needed.	INSET sessions regular throughout the year	All students with every possible need have access to all information required for school life as well as access to learning.	
Medium term	Enhance the communication between primary schools on transition to ensure necessary information is shared on pupils with SEND, disabilities or medical conditions	Provide additional transition sheet to primarys that outlines current needs, requirements, agency involvement so relevant details are shared	SENCO Transition co-ordinator Admissions co-ordinator	During transition periods In year admissions	Relvent details shared that enables appropriate prvoision to be provided upon arrival to school.	
Long term	Improve the communication of information to pupils, parents, carers with disabilities/EAL	Continue to develop the use of Edulink to provide information on pupil progress, recognition and behaviour Regular signposting of the app to view information	Assistant Headteacher Data Manager Teachers	Ongoing	Pupils, parents and carers have enhanced access to information on pupil progress, achievement and behaviour Pupils with VI can use app to view homework	

		Homework log for pupils with VI to view on their device.			and adapt size where appropriate. Parents will be able to view pupil homework.	
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Monitoring and review

This plan will be reviewed by the governing board and headteacher at the next review point. The next scheduled review date for this plan is **September 2025**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.