

## Accessibility Plan

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### Policy history:

Approved by:	Resources & Personnel Committee		Date: June 2024
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Version	Internal		

### Linked policies and procedures:

Policy Name	
SEND Policy	Examinations Disability Policy
Health & Safety Policy	Children and young people unable to attend school owing to medical issues
Equalities & Cohesion Policy	

## 1. Introduction

Schools are required under Paragraph 3 Section 10 of the Equality Act 2010 to have an accessibility plan. This is part of our commitment to equalities and inclusion.

This plan sets out the proposals of the Governing Board of St. Paul's Catholic School to increase access to education specifically for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils;
- Providing training to staff regarding the needs of disabled pupils;
- Ensuring the effective education of disabled pupils.

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.

It is a requirement that our school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The Emmaus (Learning Support) Department and Emmanuel Centre Development Plans outline how we will address the priorities identified in the Accessibility Plan.

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

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

## 2. Legislative 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This includes ensuring that pupils who are out of education following hospital treatment will be supported to access education from two weeks after admission.

## 3. Aims

As a school we are committed to equal opportunities, for all children in our care, for our staff and for visitors to our school. We make everyone feel welcome irrespective of sex, race, colour, creed, religion, sexual orientation, or impairment.

The vision for St. Paul's states that 'The twin themes of love of God and love of neighbour should guide every member of the community, both pupils and staff... it is through the respect, concern, forgiveness and care shown by all members of the school for each other, whether pupils and staff, that we can see love of neighbour in practice.'

We have high ambitions for all our pupils and expect them to participate and achieve in every aspect of school life. Our vision for St. Paul's states that our 'community must have a particular option for the vulnerable within and outside the school in its organisation and practices.'

This Accessibility Plan sets out how we hope to put these values into practice. St. Paul's hosts the Local Authority provision for communication pupils, visually and hearing impaired pupils and the Sensory Team for Milton Keynes. We have made considerable progress over recent years in making our school accessible for all. This plan sets out our priorities for the future.

Our commitment to equal opportunities ensures that we:

- set suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- increase the extent to which pupils with disability can access the curriculum;
- improve the physical environment of the school to enable disabled pupils to fully access the education, services and benefits provided;
- improve the accessibility of information for disabled pupils;
- Work positively and productively with parents;

We aim to identify and remove barriers to disabled pupils in every area of school life.

#### **4. Information from pupil data and school audit**

Pupils - The nature of the population for whom we are planning is as follows:

As of March 24 there were a total of 93 pupils who have an Education Health and Care Plan EHCP) from Year 7 through to Year 13:

- Visual Impairment – 12
- Hearing Impairment – 9
- Communication (Autistic Spectrum Conditions) – 27
- Main SEN (Special Educational Need) – 37
- Emmanuel Centre 8

Staff - We request staff to inform us of any changes to their medical situation including disability.

#### **5. Audit of current accessibility**

Over recent years a number of adaptations have been made in order to make our school more accessible for all. A summary of our actions include:

- All steps and corners have been painted yellow to aid visibility.
- Handrails have been fitted on all steps.
- Lifts are available so that all floors can be accessed.
- Automatic doors have been fitted to the main entrance and various access points around the school.
- There are no step ups to access corridors
- Soundfield system in many classrooms.
- Ramps have been installed as alternatives to steps.
- Disabled toilets are available. All relevant people have been issued with radar keys.
- A dedicated medical room is available on site and is staffed by suitably qualified staff.
- Providing communication in an appropriate format to all students in a reasonable timeframe.

## **6. Curriculum**

All areas of the curriculum are accessible to each pupil in our care. We have invested in additional Emmaus Support Assistant (ESA) support to provide assistance in practical subjects such as Technology and PE.

- Alternative equipment has been provided where necessary e.g. larger, brighter shuttlecocks in PE.
- Alternative provision has been made where appropriate e.g. short tennis rather than tennis, badminton rather than tag rugby.
- Resources are modified for each lesson by VI admin assistants including Braille.
- Each extra-curricular activity or club is available supported by ESA when required.
- VI/ HI and Comms pupils have been on theatre trips and to Outdoor Activity Centres.
- A detailed analysis of the academic progress of all disabled pupils is done by the SENDCO at appropriate assessment points.
- Emmaus staff maintain records of the impact of intervention.
- Attendance levels of all identified pupils are monitored and are above average.
- Pupils are set challenging academic targets from KS2 data.
- Meetings with parents take place re options at KS3 and 4 where the needs and aspirations of pupils are taken into account.
- Staff training has taken place on the graduated approach to SEND teaching.
- Habilitation officer is employed to assist access of VI pupils to school.
- Exam access arrangements are made according to assessed need and in line with JCQ guidance.
- Employment of 2 education coordinators to support access of SEND pupils to academic and life skills learning.
- Development of the curriculum entitlement for SEND pupils to include Entry Level Certificate qualifications in English, Maths and Science and ASDAN (Award Scheme Development and Accreditation Network).
- Annual review of the SEND curriculum offer led to the introduction Animal Care as a second option for Emmaus students.
- Improvement of additional curriculum development for preparation for adulthood and Emotionally Based School Anxiety (EBSA) programme.
- AI Robot for pupils unable to attend school because of medical issues to access the classroom and friendship group.

## **7. Awareness**

- At the beginning of each academic year the SENDCO will train staff on the needs of all disabled pupils in our care. This is updated on a regular basis, as appropriate.
- Staff have access to pen portraits of the pupils that detail their needs.
- All tutor groups received a presentation on the needs of VI, HI and communication pupils.
- The success and achievements of all pupils are celebrated and publicised.
- SEND teacher super group exists as part of CPLD (Continual Professional Learning Development).
- Whole school CPLD includes teacher access to CPLD around SEND needs.
- ESA CPD package of training around the SEND needs of pupils.

## **8. Pastoral Care**

- Dedicated team of ESA's with training in particular needs.
- Each year group has a pastoral team including a chaplaincy assistant to ensure there is someone available to support pupils at all times.
- Dedicated mentors who oversee the academic and pastoral development of a pupil.
- Access to outside agencies through the chaplaincy and Emmaus teams.
- Part time school counsellor.

## **9. Stakeholder Views**

Views of those consulted during the development of the plan:

The school undertakes regular consultations with stakeholders in a variety of ways to inform the priorities outlined in this plan.

## **10. Priorities for Development**

*Increasing the extent to which disabled pupils can participate in the school curriculum. We have set the following overall priorities for increasing curriculum access:*

- To ensure staff awareness of the needs of disabled pupils in terms of the appropriate modification of the presentation of work.
- To increase staff awareness of the needs of disabled pupils in terms of the physical layout of classrooms and adaptation of furniture.
- CPLD around Quality First Teaching and adaptation of the curriculum.
- To develop the use of academic learning gaps for our most vulnerable pupils.
- Emmaus training disseminated to all Chaplaincy and Pastoral Leaders.
- Additional Qualified Teacher of the Visually Impaired (QTVI) to support numbers in the VI department.
- Improve adaptations in class to support high quality learning for all.

*Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:*

- These are continually being reviewed by professionals on site and upon suggestion by any stakeholder.

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*Improving the delivery of information*

We have identified the following priorities for providing information for disabled pupils:

- Signposting around school to provide visual references for pupils.
- Continue increasing staff awareness of the needs of disabled pupils through enhanced training ensuring staff are aware of individual needs post Covid.