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## Accessibility Plan

### Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan sets out the proposals of the Governing Body 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

It is a requirement that our school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The Learning Support Department Development Plans outlines 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.

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.

## **AIMS**

### **The purpose and direction of the school's plan: vision and values**

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 race, colour, creed 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.'

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;

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

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.

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

#### ***School Population***

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

As of March 2018 there were a total of 46 pupils who have a statement of need from year 7 through to year 13:

- VI – 9
- HI – 7
- Communication – 23
- Main SEN – 17

#### ***Staff***

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

### ***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 includes:

#### Environment

- 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.

#### Curriculum

All areas of the curriculum are accessible to each pupil in our care. We have invested in additional Learning Support Assistant (LSA) 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 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 LSA 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 SENCO at appropriate assessment points.
- All staff keep a record of intervention for pupils not making expected progress.
- 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 co-ordinators to support access of SEND pupils to academic and life skills learning

#### Awareness

- At the beginning of each academic year the SENCO 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 CPD
  - Whole school CPD includes teacher access to CPD around SEND needs
  - LSA CPD package of training around the SEND needs of pupils

#### Pastoral

- Dedicated team of LSA'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 Learning Support teams.
- Part time school counsellor.

#### **1C: 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.

#### **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.
- CPD around Quality First teaching and differentiation
- To develop the curriculum entitlement for SEND pupils to include ASDAN
- Review SEND curriculum offer
- Alternative curriculum development for life skills and anxiety

##### **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.

##### **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.
- Increasing staff awareness of the needs of disabled pupils through enhanced training.

#### **Links with other policies**

##### **Management, coordination and implementation**

The Accessibility Plan works in conjunction with:

- The School Improvement Plan
- The SEND policy SEND Information report
- The Learning Support Department Development Plan
- The Health and Safety Policy
- The Equality Policy.

**Review: 2023 / 24 by the Leadership Group for presentation to the Resources and Personnel Committee**