

# Our Lady and St Chad Catholic Academy



## Accessibility Policy

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Pope John XXIII  
Multi Academy Company



Signed by:

Toni Ellis

Principal

Date: Sept 2017

Ian Middleton

Chair of Academy Committee

Date: Sept 2017

**Policy to Academy Committee: September 2017**

All Our Lady and St Chad Catholic Academy policies are underpinned by the Mission Statement of:

**TRUTH JUSTICE CHARITY FORGIVENESS RESPECT PEACE**

**We will work and learn through faith, prayer and trust in God.**

**We will be guided by the teaching of  
his Son Jesus Christ and the Church,  
in a school where, as we live in communion,  
we are empowered to respect ourselves and one another.**

**We will build a community where  
all have the confidence to make the choices which will enable us  
to become the best we can be.**

**We will work to treasure creation  
with wisdom and wonder.**

Our Lady and St Chad Catholic Academy is an academy within the Pope John XXIII MAC. This Catholic Company, its vision and policies are formed with an implicit understanding of the virtues:



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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to 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.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Improve the infrastructure and physical facilities for children with disabilities
- Continue to provide support to the families of children with disabilities through excellent communication and liaison to overcome barriers
- Strive to improve inclusion in all aspects of school life including physical education and off-site visits
- Increase the extent to which disabled pupils can participate in the school curriculum  
Improve the delivery of information to pupils, staff, parents and visitors with disabilities

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

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

The school supports any available partnerships to develop and implement the plan.

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.

The school has set the following priorities in respect of consultation on the plan:

- The school will consult with students to whom the plan is applicable on a regular basis, at least annually as it is reviewed.
- Parents of students with disabilities will be consulted with on the development of the plan (areas specific to their child's needs)
- The plan will be reviewed and updated as changes occur. These changes may include changes to the school population and the disabilities of children within that population, changes to legislative requirements, the National Curriculum or the infrastructure of the school.

## 2. Legislation and 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.

The main priorities in the school's plan:

Increasing the extent to which disabled pupils can participate in the school curriculum  
Consideration is given to any pupils who may experience difficulty in accessing classrooms on a different level as outlined in the School SEND Policy.

A differentiated procedure during any fire drill is also in place with a separate meeting place for any pupils who may find it difficult to assemble on the school field e.g. using crutches to support mobility.

A differentiated programme of support is in place for some pupils who may not fully access the PE curriculum, and a programme to help support pupils' recovery has also been put in place. LSA support is available for pupils in lessons with decreased mobility and a nominated member of the PE department liaises with the SENCo for any differentiated activities in lesson or in extra-curricular activities.

Where required LSA support has been provided for pupils to access a residential trip and risk assessments for all activities are carried out beforehand.

The school has set the following overall priorities for increasing curriculum access:

- Development of a SEND Toolkit to provide training for all staff of all needs of any pupils within school
- Continued consideration of rooming for pupils with medical and / or sensory needs
- Regular liaison with SENCo, Health and Safety Lead Manager and Lead First Aider
- Updated CPD with all staff working with pupils with specific needs - School Nurse Epi-Pen training, asthma
- The SENCo, in liaison with staff, ensures Access Arrangements are in place for pupils with additional needs e.g. use of a reader, scribe, extra time, prompt, rest breaks as per JCQ guidance. To ensure this is best practice for pupils this is in place for all tests, timed essays and during regular classroom teaching.

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

The school has set the following priorities for physical improvements to increase access:

- Where structural changes are made, access for those with both physical and cognitive disabilities will be at the forefront of planning and development.
- Where possible, lighting will be improved and signage will be made more clear
- The floorings, both internal and external, will be maintained to a good standard, and replaced where any risk is present
- Physical alterations will be made to the infrastructure of the school if any unforeseen requirement should arise
- Where funding is a limiting factor to the provision of equipment or making changes to the school environment, external funding sources will be explored and applied for where possible
- The school will always work with the families of pupils to reach the best solution

### 3. Action Plan for Sept 17-18 Academic Year

Further Focus Points will be added following further consultation with stakeholders.

#### Improving the delivery of written communication

1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.

#### Improving Curriculum Access

Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.
Interventions	Assistant Head teacher for Inclusion to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups
Classrooms are organised to promote the participation and independence of all pupils	Assistant Headteacher for Inclusion to carry out an audit of resources /QA to ensure that lessons are planned to meet the needs of all pupils in the class.
Staff training in the production, implementation and review of Provision maps and monitoring systems.	Assistant Headteacher for Inclusion to deliver staff training to teaching staff.
Staff training in supporting pupils with SEND – focus on key areas of need within the school: SPLD, ASD, Dyspraxia	Assistant Headteacher for Inclusion to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary

## Improving Physical Access

Corridor	Keep corridors clear from obstructions.
Wheelchair access from gym stairs to main corridor.	Enable wheelchair users to access the main body of school within having to access via outside.
Disabled parking	Spaces to be provided in the community car park
Disabled Toilet	In place in social sandwich area.
Changing and Shower facilities	Shower area put into the new changing block

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Academy Committee

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy