

ACCESSIBILITY PLAN

BROWNEDGE ST MARY'S CATHOLIC HIGH SCHOOL



ACCESSIBILITY PLAN

Approved by:

Mrs N Oddie – Headteacher

Miss J Oldham – SENDCo

Mrs J Taylor – Nominated Governor

Last reviewed on:

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Next review due by:

September 2027

Mission Statement

Let Your Light Shine

If we love others, we live in the light. 1 John 2:10

Inspired by our Gospel Values we have a shared responsibility to:

- create an environment of **welcome**, love and respect for each member of our learning family
- develop the unique **gifts and talents** of all, striving for excellence in everything we do
- live out our commitment to love, **service** and justice in the local and global community.
- nurture the journey of **faith** and discovery for all
- **celebrate** and reflect on the love of God which is at the heart of all we are

1. AIMS

This accessibility plan addresses the statutory requirements of the Equality Act 2010 and the SEND Code of Practice 2014. It is also drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by DfES in July 2002. These acts place a responsibility on the governors of our school to ensure that the school is socially and academically inclusive.

In particular, the plan should show how our school will develop its services to

- increase the extent to which disabled students can participate in the curriculum by ensuring that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs.
- improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled students and their parents
- provide training to all staff regarding the needs of disabled students in order to enable them to enjoy the school experience as fully as possible.

Brownedge St Mary's aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Brownedge St. Mary's is committed to equal opportunities and aims to consider the needs of the individual in the school community. Equality of opportunity is central to the ethos of the school as outlined in the Mission Statement of the School with a focus on tolerance and inclusion.

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, the complaints procedure sets out the process for raising these concerns.

Supporting Staff with Accessibility Needs

As part of our Accessibility Plan, the school is committed to supporting staff by:

- **Workplace Adjustments**
 - Making reasonable physical adjustments to the building or working environment (e.g. ramps, accessible toilets, lighting, furniture).
 - Providing ergonomic equipment, assistive technology, or adapted resources where needed.
- **Digital & Communication Accessibility**
 - Ensuring ICT systems, platforms, and resources comply with **WCAG 2.2 and DfE Digital Accessibility Standards**.
 - Offering school communications, training materials, and policies in accessible formats (e.g. large print, captions, audio, BSL where possible).
- **Health & Wellbeing Support**
 - Considering flexible working arrangements to support health or disability-related needs.
 - Providing access to occupational health referrals, wellbeing services, and external support agencies where appropriate.
- **Training & Awareness**
 - Delivering regular staff training on accessibility, inclusion, and equality duties under the **Equality Act 2010**.
 - Equipping line managers to understand and implement reasonable adjustments effectively.
- **Reporting & Review**
 - Encouraging staff to raise accessibility concerns through line management, HR, or the school's low-level concerns/whistleblowing procedures.
 - Reviewing requests promptly and working collaboratively to agree practical solutions.
 - Monitoring and reviewing the effectiveness of adjustments as part of ongoing staff support.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. PRINCIPLES

Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001)

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan

The school recognises and values parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students

4. ROLES AND RESPONSIBILITIES

The Governing Body should ensure that:

- all disabled students are fully involved in the life of the school and are making good progress.

- barriers to participation are identified, and practical solutions to overcoming these barriers are sought.
- staff work collaboratively with SEND students and their parents to create appropriate provision, including EHCPs when appropriate.
- to meet the requirements of the Equality Act 2010 and the SEND Code of Practice 2014

The Headteacher should ensure that:

- the policies and procedures adopted by the Governors are fully implemented and followed.
- Staff are trained to uphold the principles of the SEND CoP and the Equality Act 2010.
- Students are encouraged to participate in the process of identifying barriers and working collaboratively with parents, carers and staff.

The SENDCo should ensure that:

- that there is a named member of staff whose role it is to act as key worker for students with complex SEND and/or medical needs.
- Lead on information sharing between home, school and other agencies.
- Lead on working with school health on Individual Health Care Plans for children with SEND.
- Ensure that supply staff are aware of students with SEND and how to make appropriate provision for them.

All staff should:

- familiarise themselves with the SEND register and note those pupils with whom they have contact with. Each member of staff will be responsible for their hard copy and its confidentiality. An electronic copy will also be available on the BSM Cloud
- are responsible for delivering Quality First Teaching (QFT) as the first wave of support for all SEN pupils
- through the pupils' individual passports and the SEND strategy bank, make themselves aware of SEND pupils with specific support plans/strategies, employ and evaluate the strategies effectively and liaise with the SEND team as appropriate.
- middle leaders are responsible for monitoring the provision of SEND support within their subject area as far as possible and developing appropriate wave 1 intervention when needed.
- take responsibility for identifying and referring students with SEND, using the appropriate form and for removing barriers inside the classroom as far as possible.
- attend SEND multi-agency meetings, as requested, to ensure whole school inclusion.

The family can help by:

Parents and carers have a highly developed knowledge of their child's needs and are crucial in communicating these to the school staff. Parents and carers can help by:

- Notifying the school of the child's needs. Ensure there is clear communication. Check that you know who in the school is aware of your child's needs, and who is their key worker.
- Working with the school and outside agencies if needed, to develop an approach that accommodates your child's needs throughout the school day.
- Making sure any medications are replaced after use or when they expire.
- Reviewing the progress and wellbeing of your child with the school staff, the child's doctor and the child (if appropriate) during review meetings in school.

5. THE PLAN

This section outlines the main activities which Brownedge St Mary's undertakes, and is planning to undertake, to achieve the key objectives (above).

a. increase the extent to which disabled students can participate in the curriculum

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits. Every effort will be made to educate SEND students alongside their peers in a mainstream setting. Sometimes however this may not be appropriate or best for the student and at such times the SENDCO will consult with parents, staff, student and outside agencies to find the best and most flexible arrangements.

- Ensure staff are aware of the SEND Register, associated Pupil Passports, Toolkit (strategies) and support plans where relevant.
- Ensure appropriate deployment of learning support staff.
- Ensure high quality teaching, through CPD (including, adaptations, differentiation, Use of learning support staff) for all to improve disabled students' access
- Appropriate use of specialised equipment to benefit individual students and staff
- Appropriate use of colour schemes to benefit students with visual impairments
- Increased staff awareness of disability issues by having regular staff training by SEND dept or Outside Agency
- Develop the confidence of disabled students through pastoral work.
- Yearly audit of student needs and staff training to meet those needs.
- Audit extra-curricular activities to ensure participation of disabled students.
- Transition – ensure early sharing of information in order to make necessary adjustment

b. school improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps

- Lifts
- Disabled parking spaces
- External hard surfaces
- Fire alarm procedures
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools')

c. improve the availability of accessible information to disabled students

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested (DfES Guidance 'Accessible Schools')

- Modified examination papers
- Modified resource and support material including differentiated resources with particular attention to reading age, plain English, images, the colour of paper, overlays, white space, 12 point minimum, and OpenDyslexic3 font or other dyslexic friendly fonts.
- ICT facilities, including laptops available for student use where appropriate, reading pens available for students with difficulty reading and tablets to support accessibility through learning ap

Access	Practice	Action	Success Criteria	Timescale	Monitoring Method: Who? How?
Improvements in access to the curriculum	Ensure staff are aware of the SEND Register, associated Pupil Passports, Toolkit (strategies) and support plans where relevant.	Review needs of students at least once a term and update documents where necessary.	Increased access to the curriculum. Needs of all students met.	On going	SLT and Middle Leaders during lesson observations/ learning walks. Parental comments
	Ensure appropriate deployment of learning support staff.	Review needs of students and assign learning support staff to meet needs of student, using staff expertise	Increased access to the curriculum. Needs of all students met.	As appropriate adjustments will be made.	SLT and Middle Leaders during lesson observations/ learning walks. Parental comments
	Ensure high quality teaching, through CPD (including, adaptations, differentiation, Use of learning support staff) for all to improve disabled students' access	Deliver staff training (CPD) within the school to all relevant stakeholders.	Increased access to the curriculum. Needs of all students met.	Regular programme of CPD is delivered.	SLT and Middle Leaders during lesson observations/ learning walks.
	Appropriate use of specialised equipment to benefit individual students and staff	Identified specialised equipment will be purchased and used where a need is identified by Physio, Occupational Therapist or other professionals	Increased access to the curriculum. Needs of all students met	As appropriate	Assistant Headteacher SENDCo and Deputy SENDCo. Middle Leaders
	Appropriate use of colour schemes to benefit students with visual impairments	Appropriate colour schemes will be used on IWB or for worksheets. Where necessary and appropriate adjustments will be made to internal and external environment	Increased access to the curriculum. Needs of all students met	As appropriate but with yearly updates for new students	Assistant Headteacher SENDCo and Deputy SENDCo. Middle Leaders. Student feedback.
	Increased staff awareness of disability issues by having regular	Where need arises arrange for individual, groups or whole staff	Increased understanding of	As appropriate	Headteacher SLT

	staff training by SEND dept or Outside Agency	training in order to meet the needs of all students	student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students met		
	Develop the confidence of disabled students through pastoral work.	Where appropriate arrange for group or pastoral intervention.	As above	As appropriate	Assistant Headteacher SENDCo and Deputy SENDCo. Feedback from parents/carers.
	Yearly audit of student needs and staff training to meet those needs.	Complete audit at least yearly identifying needs of students and adjustments that need to be made	Increased understanding of student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students met	July-September each year.	Assistant Headteacher SENDCo and Deputy SENDCo.
	Audit extra-curricular activities to ensure participation of disabled students.	Complete audit at least yearly identifying needs of students and adjustments that need to be made	As above	November each year	SLT
	Transition – ensure early sharing of information in order to make necessary adjustments	Ensure attendance at Annual Review for students with EHCP who will be making a transition to the school. Ensure staff at previous school are asked to identify any additional needs	Increased understanding of student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students met	Spring Term.	Assistant Headteacher SENDCo and Deputy SENDCo.

	All out-of-School activities/visits are planned to ensure, where reasonable, the participation of the whole range of students	Risk assessments for out of school visits need to identify any adjustments that need to be made in order to allow all students to experience the full curriculum experience	Increased access to the curriculum. Needs of all students met	As appropriate	SLT
	Classrooms are organised to promote the participation and independence of all students	Ensure teachers make adjustments to classroom in order to aid participation for instance with organisation of the furniture or seating of a particular student	Increased access to the curriculum. Needs of all students met	As appropriate to meet need	Assistant Headteacher SENDCo and Deputy SENDCo. Feedback from students and parents/carers
Physical improvements to increase access to education and associated services	Access into the School and reception to be fully compliant	Designated accessible parking, automatic doors fitted to main entrance are regularly maintained. Lifts fitted where necessary are regularly maintained. Clear route for disabled through school, allowing access to all areas	There are no issues accessing the school	On-going	Headteacher
	Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	There are no reported incidents	On-going	Headteacher
	Ensure appropriate staff receive updates on correct use of equipment and Evac Chairs	Regular training for staff on correct use of equipment by Physio and Occupational Therapy. Health and Safety updates on Evac Chair	Identified staff can use designated equipment appropriate and the needs of the student are met	Yearly updates in September and as appropriate	Assistant Headteacher SENDCo and Deputy SENDCo.
	Provision of wheelchair accessible toilets with changing facilities	Maintain wheelchair accessible toilets in each building.		On-going	Headteacher

	Where feasible, provision of single-sex facilities.	Watching brief to accommodate whenever possible.		On-going	Headteacher
Improvements in the provision of information in a range of formats for disabled students	Consult with parents/carers when necessary to provide information in the appropriate format.	The school will make itself aware of the services available for converting written information into alternative formats.	All parents are able to access information	As need arises	Assistant Headteacher SENDCo and Deputy SENDCo.
	Make available school brochures, information for parents/carers in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested	As above	As above	Headteacher
	Improve signage to indicate access routes around school	Signs clearly indicate accessible parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area	All students and visitors are able to access the school	On-going	Feedback from visitors, parents/carers and students

6. MONITORING ARRANGMENTS

This document will be reviewed every year. It will be reviewed and approved by governing body, with SEND governor link, SENDCo and the headteacher.

7. LINKS WITH OTHER POLICIES

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

- Health and safety policy
- Equality statement
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy
- Local Offer