

BROWNEGE ST MARYS CATHOLIC HIGH SCHOOL



ACCESSIBILITY PLAN

Approved by Governors (Name): _____ Date: _____

(Committee): Full Governing Body

Signature of Head Teacher/Chair of Governors: F Fordyce Date: _____

Policy updated by (Name): Kirsty Boardman Date: July 2023

Date of next review _____ September 2024

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

School Aims

- 1 To encourage the physical, spiritual, social, personal and moral formation of all its members, in a community of Catholic, Christian faith.
2. To ensure, whatever the starting point, **each child** maximises his or her academic potential in an environment rich in new technologies which responds flexibly to the **varying needs** of its young people.
- 3 To build a community in which **all its members** feel safe, valued, able to participate and inspired to succeed and develop their talents.
- 4 To foster a caring Christian school community which inspires its members to be active in serving the needs of the local and global community
- 5 To provide an education which leads its young people to be equipped for the demands of contemporary life: empowered to use their talents to find fulfilling employment; tolerant of and ready to **engage with different cultures, races and traditions**; and inspired to continue in life-long learning.

Whole-School Policy Accessibility

SCHOOL: .Brownedge St Mary's Catholic High School

A. Named staff/personnel with specific responsibility for Accessibility

Academic Year	Designated Senior Lead /Leaders	Nominated Governor
2023-2024	Nicola Oddie (Headteacher) Kirsty Boardman SENDCo Maxine Tyrer Deputy SENDCo	Dorothy Monaghan Jane Taylor

1. PURPOSE OF ACCESSIBILITY PLAN

The accessibility plan addresses the statutory requirements of the Equality Act 2010 and the SEND Code of Practice 2014. 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
- improve the physical environment of the school, to ensure disabled students are able to take advantage of education and other benefits, facilities or services offered by the school
- improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

2. INTRODUCTION

This policy was written by Sarah Goldson and updated by Kirsty Boardman (SENDCO) in July 2021

Our school fully recognises the contribution it can make to include children and support students in school, especially those students with SEND and /or medical needs.

3. SCHOOL COMMITMENT

We are a diverse and inclusive community and we focus on the wellbeing and progress of every student, where members of our community are of equal worth .

We value diversity and seek to give everyone in our school an equal chance to learn and develop. Our guiding principle is to go the extra mile in supporting all students, especially those with SEND and medical needs. The school's SEND policy and local offer should be considered alongside this Accessibility Plan.

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 (T:\0_Whole school\SEND\1. SEND register).
- 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 Toolkit, 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.

THE PLAN

This summarises our development priorities in the areas specified by the Disability Act. Our school is committed to making reasonable adjustments for individual students to ensure that all can be included and involved in every aspect of school life and that barriers to learning are removed.

- ***To increase the extent to which disabled and SEND students can participate in the school curriculum :-***

1. 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.
2. We will carry out awareness raising assemblies for all students about the range of special needs and disabilities within school, the local community and society as a whole, to create a more inclusive and understanding environment for all.
3. We will carry out regular training for staff on SEND issues including appropriate teaching and learning approaches.
4. We will continue to be a dyslexia friendly teaching school.
5. We will continue to train our teaching assistants to give increasingly specialised support to SEND students.

6. We will continue to provide specialised literacy and numeracy support to the least able and to those with diagnosed SEND to enable them to catch up with their peers.
7. We will seek to involve specialist intervention staff in school as much as possible – e.g. SALT, school health, occupational therapy, physiotherapy, hearing impairment specialists, etc.
8. We will continue to apply exam access arrangements for internal and external examinations.
9. We will continue to make transition between key stages as smooth as possible with extra support wherever possible for SEND students.

The School Improvement Plan sets out additional developmental priorities in this area. This has included a review of SEND provision across the school and changes to staffing and work practices to improve student progress.

- ***To improve the physical environment of the school, to ensure disabled students are able to take advantage of education and other benefits, facilities or services offered by the school :-***

1. We will maintain the lifts giving access to upstairs floors across the school
2. We will maintain our canopy to ensure a covered walkway for all our students
3. We will maintain the disabled toilet facilities so that students, visitors and staff are well supported with appropriate facilities and we will consider the needs of SEND students when refurbishing the school building.
4. We will consider the provision of noise reducing and light reducing materials when redecorating areas of the school.
5. We will provide and maintain ‘safety tape’ around specific areas of the school (i.e. top of the stairs) to inform staff and pupils of hazards.
6. We will seek to provide customised furniture and will support its use wherever possible (e.g. standing frames, hoists, chairs etc.)
7. The SEND team will provide visual/ transition timetables where needed and employ other strategies to meet specific students’ needs

The school carries out an audit of the environment through the work of the Health and Safety Committee. Recent findings included that there are currently two rooms which cannot be fully accessed on the first and second floors – the nature of the building makes it very difficult to remedy this as the site is not level, so we have moved teaching spaces in order to ensure there is no disadvantage to students as far as possible. The slope on the ground floor to the science lab is currently too steep.

- **To improve the delivery of information to SEND students, so information is as available as it is for students who are not SEND.**

1. Teachers and teaching assistants consider the needs of each SEND student as an individual. We have greatly increased the use of whiteboards and interactive boards including touchscreens, which makes provision for SEND students easier as font size and style can be altered.
2. We differentiate 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.
3. We have laptops available for student use where appropriate and also use scribing where indicated.
4. We have reading pens available for students with difficulty reading.
5. Literacy and numeracy support makes intensive use of over learning and multi-sensory approaches.
6. Digital technologies offer other opportunities, for example we link to Google Translate on our school website and strive to translate documents as needed. Our school prospectus is available in Polish. We have access to a Braille transcribing service if requested by a parent.
7. We deliver Specialist SpLD lessons to pupils who find dyslexia is a barrier to learning even when specific, personalised strategies have been implemented.

REVIEW

This Accessibility Plan has the status of a policy of the Governing Body and is due for review every three years. The views of SEND students and their carers will be sought on the occasion of the review.