

# Holy Family High School



## Accessibility Plan 2023-2026

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## Statement of intent

This plan outlines how Holy Family Catholic High School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

Target	Strategy	Who	Resources	Outcome
Continue to develop the skills knowledge and understanding of all staff to ensure they are equipped to deliver Quality First teaching	Delivery of CPD for all areas of SEND	All Staff	CPD budget	All staff are able to differentiate to meet the needs of SEND pupils
Ensure all subjects have the necessary equipment to support students	Provide learning resources appropriate to individual needs	SENDCo	SEN Budget	Pupils have the necessary equipment available to access their learning
School trips to be inclusive for all pupils	Needs of pupils with SEND are incorporated into the planning process	Teachers/SENDCo	Pupil Premium	Planning of school trips includes pupils with SEND
Develop additional provision to support a broad and balanced curriculum for all pupils	Research alternative academic courses that can enhance the curriculum for all pupils regardless of need	SLT/SENDCo	SEND budget	Curriculum is adapted and accessible

## Planning duty 2: Physical environment

Target	Strategy	Who	Resources	Outcome
SLT to work towards making sure the school's physical environment is accessible	Audit of physical environment	Building surveyors	Devolved Capital	School is aware of accessibility barriers to its physical environment and will work towards making all areas accessible.
Improve provision for pupils with moderate learning difficulties (Cognition & Learning)	Make alterations to SEND base to provide small group teaching	SLT/Governors	Additional funding from Sefton	Learning environment is accessible to pupils (SEND/SEMH)
Improve site security and access to school	Install new fence to main reception area and install access control to rear car park	Area surveyors	LC VAP funding	Safeguarding procedures improved
Improve disabled access to building	Lifts to be serviced annually. Teaching of pupils with PD to be kept to ground floor whenever possible	Site Manager	Service Contract	Lifts are working and available. Personal care plan for PD pupils to include emergency evacuation procedures
	Make sure disabled parking spaces are kept free for disabled use only	Site Manager	None	Car parking spaces available
Increase number of disabled toilets	Work towards providing more disabled toilets	SLT/Governors	School Budget	More toilets available for disabled access



### Planning duty 3: Information

Target	Strategy	Who	Resources	Outcome
Work with all stakeholders to raise the importance of good communication to ensure that students, parents and carers can access information in a format that best suits their needs	<p>Ensure all information up to date and available on the school website</p> <p>Provide hard copies of information on request</p>	SENCO/Communications Manager	Photocopying/ Postage costs	Information available to all stakeholders
Make students, parents and carers are aware of all on-line packages available	<p>Promote all learning and communication packages available on-line</p> <p>(My Ed/Class Charts/Scopay/School Cloud etc.)</p>	SLT/SENDCo/Communications Manager	On-Line subscription costs	Students, parents and carers have access to on-line communication and learning
Review documentation to ensure accessibility for all stakeholders with visual impairment	Provide written information in alternative formats	SENDCo,	Ad hoc costs (School Budget)	Written information is fully accessible to stakeholders with visual impairments

### **Monitoring and review**

This plan will be reviewed by the governing body and published on the school website. A hard copy is available on request. This plan is a working document and may be reviewed and updated when necessary. Any changes to this plan will be communicated to all staff members and relevant stakeholders.