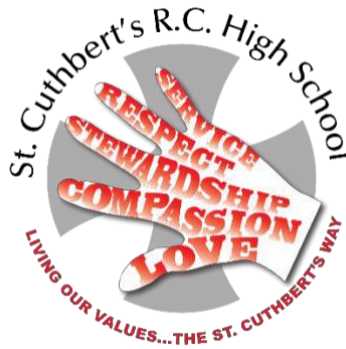# WHOLE SCHOOL POLICY

ACCESSIBILITY POLICY, REPORT AND PLAN

Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Accessibility – policy, report and plan		
Type: Statutory	Website: Yes	Author: N Hamnett
Approved: July 2020		Next Review: June 2023
Frequency: Annual		Delegated: Choose an item.
Notes:		

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEN(D) Code of Practice particularly section 6,and the following legislation:

- Part 3 and section 69(2) of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and/or disabilities

- The Special Educational Needs and Disability Regulations 2014, regulation 51, which set out schools' responsibilities for education, health and care (EHC) plans, SEN(D) coordinators (SEN(D)COs) and the SEN(D) information report

Contents

1. Aims

The purpose of this policy and plan is to demonstrate how St Cuthbert's RC High School, intends to increase the accessibility of our school to all students, particularly those with disabilities. We are committed to providing an environment that enables full curriculum access to all students to ensure that they can be the best that they can in everything they do. Our school values include all students, staff, families and visitors. We are committed to working with students and their families' to remove any barriers that they may face. This policy sets out our current practice and intended next steps to:

- Increase the extent to which disabled students can participate in the curriculum

- 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

Our school aims to treat all of our students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

2. Vision and values.

St. Cuthbert's R.C. High School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every student matter. Our aim is to proactively strive to meet students' individual needs and include all students in all aspects of school life. We strive to ensure a positive inclusive learning environment that reduces inequality. All staff aim to identify and eliminate barriers to learning, wherever possible, and to promote equality and reduce prejudice and discrimination. We are committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We aim to offer new opportunities to students who may have experienced difficulties previously and to identify needs as they arrive at St Cuthbert's to allow all students to reach their full potential.

Provision for children with disabilities is inclusive and allows for reasonable adjustments to be made to support learning and wellbeing of our students, regardless of need. This does not mean that we will treat all students in the same way but that we will respond to their individual needs and support personalised learning plans.

The school supports any available partnerships to develop and implement the plan. The school works closely with Rochdale additional needs service (RANs) to collaboratively adapt and review provision for students with disabilities, alongside sourcing advice from the educational psychology service, health and other organisations as appropriate to improve our accessibility for students.

3. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 , that all schools must have an accessibility plan, and the Department for Education (DfE) guidance for schools on the Equality Act 2010. This states that 'schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation'.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

In order to comply with legislation, this policy and plan:
- Is renewed every three years
- Is Approved by the Governing Body
- Ensures that the school is meeting its duty under the public sector equality duty (PSED)

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

4. Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Success criteria	Actions to be taken (include dates if appropriate)	Person responsible
Increase access to the curriculum for students with a disability	➤ Students are taught in sets based on ability allowing for lessons to be planned and delivered at different levels. ➤ Our school offers a differentiated curriculum for all students. ➤ From 2020 there will be an alternative curriculum pathway for students for whom our traditional curriculum does not meet their needs (JP band) ➤ We use resources tailored to the needs of students who require support to access the curriculum. ➤ Curriculum resources include examples of people with disabilities. ➤ Curriculum progress is tracked for all students, including those with a disability. ➤ Targets are set effectively and are appropriate for students with additional needs. ➤ The curriculum is reviewed to ensure it meets the needs of all students. ➤ Students are all offered a broad and balanced curriculum ➤ There are no areas of the curriculum to which students with a disability have limited or no access at the moment.	Maintain access to curriculum for students with accessibility needs	Students have access to the full, broad and balanced curriculum with reasonable adjustments. In very rare cases this may include withdrawal from particular subjects based on meeting their individual needs.	Regularly review access to the curriculum for individual students (annually – July, individual reviews as and when required)	NHT/ AHL/ JHT
				Parent/ student drop ins to discuss and improve accessibility to the curriculum (termly) These will then be shared and discussed with the curriculum lead where appropriate	NHT/KFR/ CCT NHT/KFR/AHL
				Regularly review and adapt where appropriate personalised timetables to ensure curriculum access in line with student's needs (as and when required, annually – July)	NHT/ CCT/ KFR/ LKW/ TLN/ AHL/ JHT
		New needs are identified and met and that have access to curriculum and extra-curricular activities	Where students have new needs, they are efficiently and effectively identified and shared with stakeholders to ensure continued, and where necessary, improved access to the curriculum	Staff, parent and student referral pathways for potential needs to ensure information is shared and needs are identified	All staff SEN team to collate
				Parent and student drop ins to discuss concerns and new needs and accessibility	NHT/ CCT/ KFR
				Student passports to share information effectively with staff to ensure accessibility and adaptions within the curriculum.	SEN team All teaching staff
		Ensure continued access and	All students have access to trips and	All students to have access the extracurricular activities and to trips	All staff organising trips/

	➢ There is a genuine commitment to ensure the participation of students with a disability in off- site activities ➢ Students with additional needs are included and have many achievements in extra-curricular activities ➢ Observations and reviews demonstrate that students with disabilities are accessing the curriculum ➢ Staff are receptive to suggestions and advice from internal and external sources to improve students access to the curriculum ➢ Withdrawal from subjects is in rare, exceptional cases and only ever in students' best interests ➢ Student passports are in place and are used for students with SEND ➢ Where appropriate care and/ or learning plans are in place and are used for students with SEND ➢ Training is run at least termly on SEND ➢ Training is run at least termly on medical conditions ➢ Regular training on equality ➢ Increased recruitment of staff within the SEN department ➢ Additional educational psychology time purchased to improve our understanding of students needs ➢ Increased referrals to and collaboration with outside agencies to ensure students' needs are met for example, #thrive, school nurse, HYM, occupational therapy, acute needs team, Kooth	communication to ensure continued access to extra-curricular activities	extra- curricular activities. Reasonable adjustments are in place for ensure and facilitate this.	Where appropriate trips to be planned with the health and wellbeing officer/ SEN team to ensure adaptions and support are in place to ensure accessibility for all students.	extra-curricular activities KFR/ NHT/ CCT
				Reasonable adjustments in place to ensure accessibility to trips and extracurricular activities	
		Planned curriculum to reduced movement and fatigue	Timetabling is sensitively planned to meet students' needs.	Students who need reduced movement within school identified (annually- July)	NHT/ KFR/ AHL
				Timetable planning considered to reduce movement where possible within the school day	
				Where students have temporary accessibility needs a plan will be created to meet their individual needs and maintain curriculum access as much as possible, for example, temporarily in a wheelchair following an operation	KFR/ NHT
		Review and implement extended/ adapted provisions for students with sensory and/or physical disabilities	Improved the provision for students with sensory and/ or physical difficulties and disabilities	SEN team to write and develop student passport to share with teaching staff	SEN team
				SEN team to deliver training to improve staff knowledge and confidence through CPD	
				Develop and review sensory interventions including the sensory room	
				Develop and review gross and fine motor skills, interventions and adaptions to the curriculum as necessary	
		Review and implement extended/ adapted provisions ICT equipment for	The range of ICT equipment with increase to suit students' needs Evidence of	Regular reviews of ICT equipment provision with students	CCT
				Improved student training in the use of ICT provisions	

		students with SEND	improved use ICT equipment being used in assessments and lessons to effectively meet students' needs.	Offer a wider range of ICT provisions for students including as appropriate, laptops, iPad, reader pens.	
				Regular observations of students' use of ICT in lessons and assessments to ensure its effectiveness.	
Improve and maintain access to the physical environment	➢ Regular contact with the site team and health and safety team to improve incidental access for individual/ group access. ➢ Students with lift access have lift passes to independently access and use these. These can be permanent or temporary as needed ➢ Students can be allocated a temporary or permanent early pass to allow them to move around the school at quieter periods ➢ Students have exit passes or time out passes to support them to manage their needs ➢ From 2019-20 the school has a sensory room which students with additional needs can access at break and dinner, for planned sessions and incidentally for those who need it. ➢ An increase in the use of sensory resources across school to support students. ➢ Hearing loop system in school for announcements/ talks in the hall/ chapel ➢ Training for staff in specific equipment for individual students as needed and where appropriate in	Regular checks and reviews of all equipment	All equipment will be regularly serviced and kept in good working order	Equipment checked regularly (at least termly)	KFR/ SEN team
				Equipment that requires servicing will be serviced annually.	KFR/ SEN team
				All staff to report any issues with equipment and any need for new/ different equipment to SEN/ health and wellbeing	All staff.
				Regular review of the equipment in place and the needs of the students to ensure that all equipment required is in place	KFR/ NHT
		Regular reviews of the building to ensure that they are safe and accessible	Ensure that accessibility is safely maintain and ensured	All staff to report any concerns around accessibility to the site team	All staff
				The site team to review accessibility seeking advice where needed from others	Site team
				Annual accessibility audit to identify any areas for development or concerns	KFR/ NHT
		Use feedback from students and parents/ careers with reduced accessibility to improve individual	Individual student's accessibility needs are met and accessibility to the school building is improved.	Student voice collected from students who have accessibility needs	Key adult (SEN/ SELECT team(
				Drop in and supportive coffee mornings used to collect parent and career feedback to improve accessibility	NHT/ KFR/ CCT

		access to the building		Where necessary create individual care plans to ensure reasonable adjustments and accessibility.	FKR/ NHT/ CCT
	➤ Reasonable adjustments are where possible planned for all students and are met incidentally in response to students' needs. ➤ Regular checks by the site team to sure that accessibility is maintained safely. ➤ The environment is adapted to the needs of students as required. This includes: Ramps Elevators Disabled parking bays Accessible toilets and changing facilities Rise and fall tables and equipment in department classrooms Equipment sources for specific needs e.g. visual impairments Regular collaboration with RANS to review equipment and the physical environment to ensure it meets individual student needs Equipment storage in school Clinical waste facilities Medical room with rise and fall bed and shower facilities				
Improve the delivery of information to students with a disability	➤ Student passports to share students' needs and adaptions/ reasonable adjustments needed ➤ Large print resources available ➤ Support from RANS to ensure information is accessible ➤ Developing the use of class charts and provision maps to share information with students, families and staff to	Review and improve information collection and sharing for students with disabilities	Improved transparency around information and more effective use of information to meet students' needs.	Information to be requested for students and families to identify which students have disabilities	KFR
				Transition information to be collected for incoming year 6s and collated and shared with staff prior to Autumn term to ensure continued provision	NHT/ KFR
				Transition information to be collated and shared with post 16 providers to ensure continued provision	NHT/ KFR

collaboration with outside agencies

				Create and monitor an updated disabilities register including identifying provisions	KFR/ NHT
	ensure clear information delivery				
	➢ Regular staff updates around specific students, needs and medical conditions to increase staff awareness			Student passports and care plans to be written as required and shared with all staff, parents/ students via RS connect, class charts and/ or provision maps software to ensure appropriate provision is in place	SEN team/ KFR
	➢ Visual timetables are available for students				
	➢ Improved information collection and collation from primary schools to support transition			Termly drop in sessions and supportive coffee mornings for students and parents/ careers	NHT/ KFR/ CCT
	➢ Improved information sharing for accessibility, medical conditions and SEN using the school website			Improved communication for support groups and advice for students with medical conditions and disabilities	NHT/ KFR/ CCT
	➢ Facebook used to informally share advice and support events both within school and by external providers.			Deliver training to improve staff knowledge and confidence through CPD	SEN team/ KFR/ LMY
	➢ Information provided in alternative methods on request				
	➢ Information is continuously developed and reviewed to ensure that it is up-to-date, relevant and effective				
	➢ Student voice used to review how accessibility can be improved				
	➢ Student, parent and visitor needs can be adapted to through reasonable adjustments when school is aware of their needs				

5. Monitoring arrangements

The accessibility policy and plan will be resourced, implemented, reviewed and revised as outlined in the action plan about. The policy and plan will be renewed at least every 3 years.

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.

It will be approved by SLT and the governing body

6. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Single equality and community cohesion policy
- Special educational needs (SEN) information report
- Special educational needs (SEN) policy
- Supporting students with medical conditions policy
- Behaviour management policy
- Curriculum policy
- School prospectus

Appendix 1 – accessibility facilities overview

Overview

- School is split over two sites
- Multi storey main building
- Vertical lift in main building
- Annex buildings are accessible

RANS support

Where appropriate we collaborate closely with the Rochdale additional needs service, this is across their various teams including

- Physical disability
- Visual impairment
- Hearing impairment
- TASC (communication and social difficulties, particularly ASC)

Facilities

- Accessible toilets on each floor and in each building
- Height adjustable tables in most rooms and departments
- Height adjustable cookery equipment in technology
- Height adjustable equipment in material technology
- Ramped access to most outdoor areas
- Disabled parking
- Evacuation chair
- Ramped access to sports facilities
- All corridors and doors are wide enough for wheelchair access
- Most classrooms are carpeted to reduce echo
- Student passports are in place to inform all staff working with a student what reasonable adaptions are needed
- Medical room
- Rise and fall changing bed
- Clinical waste facilities

Additional information

- We have a health and wellbeing officer, Kelly Fairbrother, who works in collaboration with students, parents, the BOOST (SEN) team and wider staff to support students with medical conditions in school
- We have health care plans in place for students where appropriate
- Training is run for staff on a range of medical and physical needs
- Staff are trained in use of the evacuation chair
- Information shared with all parents of students on the SEN register about joining the local authority's disability register.