



Accessibility Plan

Created: June 2016

Review by: Summer 2020



Vision and Values

We have high aspirations and expectations for our children and young people with special educational needs and disabilities. It is our aim to ensure full entitlement and access for pupils with special educational needs and disabilities to high quality inclusive education within a broad, balanced and relevant curriculum so that they can reach their full potential, become confident individuals and make a successful transition into adulthood.

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autism, Down's syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Information gathering

14% of students currently on roll are on the Special Educational Needs (SEND) register. Of these students the category of need is as follows:

- Autism – 11 pupils
- Social, Emotional and Mental Health – 16 pupils
- Visual Impairment – two pupils
- Speech, Language and Communication – one pupil
- Hearing Impairment – four pupils
- Physical – two students, both of whom have mobility impairments
- Moderate Learning Difficulties – 29 pupils
- Specific Learning Difficulties (e.g. dyslexia or dyscalculia) – 34 pupils
- Other special need- 18 pupils

In addition, one pupil is diagnosed with epilepsy and two with diabetes. Three pupils have nut allergies that require Epipen injections.

Strengths

- The school's historical commitment to improving accessibility means that the LEA consider St Mary's Catholic High School to be the most accessible school in the local area, providing a high level of accessibility for mobility and visually impaired students
- All areas of the curriculum are accessible to disabled students
- Reasonable adjustments are made appropriately to maximise opportunities for pupils to participate in off-site and extra-curricular activities.
- The needs of disabled pupils are intrinsic to school's policies, practices and procedures.
- Rigorous checks and interventions are made to ensure all children, including those with Special Educational Needs and Disabilities (SEND), are making at least expected progress.
- All students are prepared to make a successful transition into adulthood through careers education, work placement, PSHCE and through bespoke courses available in KS4 for pupils with SEND.

- All SEND pupils with Statements of Special Educational Needs and EHC plans will be supported through their option choices and post 16, in accordance with the SEND Policy 0-25 Years.
- Additional support is formally and informally given at transition stages, on a personalised level, at SEND reviews involving outreach services such as the YPS.
- The school is successful in making transition for students starting in Year 7 with SEND.
- There are regular and frequent opportunities for staff to liaise about identification and progress of students at Academic Board meetings, curriculum meetings, Pastoral Team meetings, SLT meetings and TA meetings.
- A range of SEND provisions are in place including Nurture and a number of disabled facilities.
- Teaching Assistants are deployed with increasing effectiveness, in line with national and international research findings (Russell, Webster and Blatchford, 2013).
- Pastoral support is outstanding for all pupils, including those with SEND.

Areas of Development

- Pastoral and Art are on the first floor of two of the older blocks and are currently inaccessible for wheelchair access.
- Accessibility around some areas of the school could be improved for pupils with mobility impairment (e.g. steps outside the Sports Hall fire exits).

Actions completed during previous accessibility planning cycle: 2016 to 2020

Time	Target Area(s)	Resources	Outcome(s)	Comments
	To develop independent learning skills and access to the school curriculum for specific users	Budget		
Summer 2016	Relocate Art room into main building	Site Staff hours	Accessibility to wheelchair/crutch users	
Summer 2017	Fire Exits Sports Hall	DFC Funding	Ramps to fire doors to allow wheelchair exit in case of fire	
Summer 2020	Installation of lift in Food Tech block	DFC Funding	Allow first floor access to Pastoral Services	
Summer 2020	Mini-bus	Budget Funding	When next purchase a mini-bus to consider	

- The school minibus has no wheelchair access.
- Provision for pupils with SEND in numeracy, speech, language and communication, ASD and ADHD is in need of further development.

How the plan was made

The plan was informed by the views and aspirations of disabled pupils, their families and the priorities of the school. Specific actions are planned as a direct result of the involvement of pupils and their families. The School Business Manager, in conjunction with Governors, the Headteacher and SENCO, have been responsible for implementing the plans during the course of the previous three year accessibility planning cycle and for creating the plan below for the coming three years and beyond.

Making it happen

The Governing body delegates responsibility for the accessibility plan to the Headteacher. The Headteacher delegates responsibility to the Business Manager and the SENCo to ensure the plan is implemented and reviewed annually.

Evaluation

The plan will be evaluated and reviewed annually by the SENCo and renewed every three years.

Getting hold of the school's plan

A copy of the school's accessibility plan is available for parents and carers in a variety of different formats and languages on request from the school office. The plan is also available on the school website at: www.lsmchs.com

Consultation

We are always looking for ways to improve our accessibility. Therefore all our partners' views are highly valued. If you have any thoughts, comments or ideas on this or other aspects of accessibility we would be grateful to receive them.

Contact us

You can contact us in the following ways:

Post: St Mary's Catholic High School, Royal Avenue, Leyland, PR25 1BS

Telephone: (01772)421909

Email: via the school website www.lsmchs.com

Other Plans

Recognising the school's duties under other parts of the Equality Act 2010, all our other plans and policies are available in a range of different formats on request from the school office.