St Wilfrid's RC College

Accessibility Plan

2025-2028

Approved by:	C. Lennox
Reviewed on:	5th June 2025
Next review due by:	5th June 2028

CONTENTS PAGE:

Section 1: Visions and Values

St. Wilfrid's RC College expects all pupils to participate and achieve in every aspect of school life. We are committed to inclusion and equal opportunities for all pupils regarding access to all subjects and examinations. We will set suitable learning challenges, recognising diverse needs and barriers, and seek strategies to overcome these for individuals and groups.

Section 2: Purpose

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

Section 3: 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Section 4: Pupil/Student Information

- St. Wilfrid's RC College caters to students with a range of disabilities, within a school population of approximately 1,350. The current range of disabilities supported includes:

    - Hearing impairments
    - Visual impairments
    - Physical disabilities
    - Learning disabilities

- All of these pupils/students have full access to the mainstream curriculum and participate in all aspects of school life. All students make steps of academic progress throughout the year (relevant data can be accessed from school assessment databases).
- Pupils/students are encouraged to participate in a wide range of extra-curricular activities and to attend school trips
- Larger proportion with Social, Emotional and Mental Health diagnoses compared to national averages.

SECTION 5: AIMS

a) **Increase the extent to which pupils with disabilities can participate in the curriculum**
   Curriculum Access Strategies
   - offer a scaffolded curriculum for all pupils;
   - use resources tailored to the needs of pupils who require support to access the curriculum;
   - ensure curriculum resources include examples of people with disabilities;
   - ensure curriculum progress is tracked for all pupils, including those with disabilities;
   - set targets that are appropriate for pupils/students with additional needs;
   - regularly review the curriculum to make sure it meets the needs of all pupils/students; consider the layout of handouts/worksheets;
   - consider the use of overlays to meet the needs of students with dyslexia and visual stress;
   - consider the use of enlarged texts, modified exam papers, EAA;
   - consider the use of mirroring software and laptops to support students with visual impairments;
   - review the layout and size of timetable information;
   - consider the suitability of textbooks;

- review the use of homework diaries; consider alternative methods of recording and speech recognition software;
- continue to incorporate the advice and recommendations from outside agencies
- and educational psychology staff who work with students to ensure individual needs are addressed;

Transition Support

- Close liaison with feeder primary schools.
- Additional visits, transition booklets with photos, and visual timetables to ease anxiety and familiarity for SEND pupils.

Consultation & Feedback

- Pupils with disabilities report effective curriculum access, with feedback influencing classroom organisation.
- Parents engaged via consultations, review meetings, welfare calls, and TEAMS meetings to ensure open communication and planning.
- Liaison with external agencies supports enhanced curriculum access.

b) **Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided**

- All students with physical disabilities are supported in accessing the school site in a variety of ways (which is individually assessed to meet the needs of the student) allowing them to access the curriculum.
- Support in place may include:
  - having a lift pass so that the pupil/student does not need to use the stairs;
  - leaving lessons slightly early to avoid busy corridors;
  - timetabling classes in 1 room to minimise movement around the site;
  - access to The Haven and associated pupil support services throughout the day;

- o access to the schools SEN support base- The Nest - to access a sensory break;
  - o timetabled movement and sensory breaks to support students;
  - o a "time-in" card to access sensory breaks if/when needed.
- The School will improve access to the physical environment by ensuring the school is adapted to the needs of pupils as required. Examples include:
  - o ramps;
  - o use of lifts;
  - o disabled parking;
  - o Accessible toilets and changing facilities;
  - o wheelchair accessibility.

Personal Emergency Evacuation Plans (PEEPs)

- PEEPs will be created as and when required for pupils or staff with disabilities or mobility impairments.
- The Senior Assistant Headteacher with responsibility for Health & Safety, in collaboration with the SENDCo, Site Supervisor and relevant teaching/support staff, is responsible for developing, reviewing, and implementing PEEPs.
- PEEPs ensure safe and timely evacuation during emergencies and are tailored to individual needs.
- Regular reviews and drills will incorporate PEEPs to maintain readiness and effectiveness.

c) **Improve the availability of accessible information to pupils with disabilities**

Communication Strategies

- Commitment to making all communications accessible.
- Website and newsletters are screen-reader friendly.
- Use of plain English in all written communications.
- Alternative formats (large print, Braille, audio) are available on request

Section 6: Management, Coordination and Implementation

- **Responsibility:** Governing Body with active roles for Head Teacher, SENDCo, teaching staff, support staff, Site Supervisor, and Governors.

- **Staff Training:** Regular training on disability legislation, inclusive teaching practices, and specific SEND needs.

- **Monitoring:**

    o   Evaluation by Governors once every three years.

    o   Progress tracking via SEND pupil data analysis.

    o   Staff training completion and feedback.

    o   Feedback from pupils and parents.

    o   Site accessibility audits.