



**St Joseph's Roman  
Catholic High School**

## Accessibility Policy

**J**esus Christ is our family role model

**O**pening our hearts and minds to dream the impossible and achieve beyond our wildest imagination

**E**verybody is valued and respected

**Y**oung and old will journey together to build God's Kingdom.

**S**triving for academic excellence and celebrating success in all we do

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## Version Control

Current version	Previous version	Summary of changes made
June 2021	Dec 20	<p>Mobile ramps purchased as not practical to install permanent ramps as this time as not able to meet the relevant regulations in relation to fixed ramps.</p> <p>New food room will be on ground floor so removed reference to mobile</p>
Dec 20	2019	<p>Statement of intent – added ‘staff’ and ‘work’</p> <p>Policy – Joint responsibilities for H/T as SBM has now been added.</p> <p>3.6 - added ‘or a pupil whose medical requirements have changed’ &amp; ‘a RA and PEEP will be put in place and communicated to all relevant staff, the SENco is responsible for ensuring staff understand the RA’</p> <p>3.8 Diocese added to those we work with</p> <p>4.12 ‘within the constraints of the school budget’</p> <p>6.5 ‘Statemented’ replaced with EHC Plan</p> <p>7.12 &amp; 8.4 – new line regarding maintenance of resources for accessibility</p> <p>9.2 – added ‘receive updates on RA and evacuation reports’</p> <p>Appendix - Plan updated with the results of recent audit</p>

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## **Statement of intent**

St Joseph's RC High is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with staff, pupils with disabilities, their families and any relevant outside agencies and visitors in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive working and learning environment. By ensuring that everyone is given equal opportunity to develop socially, to work and learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## 1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- **Equality and Diversity Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Equal Opportunities and Dignity at Work Policy**
- **Admissions Policy**
- **Behavioural Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administering Medication Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**

- **Health and Safety Policy**
- **School Development Plan**
- **Data Protection Policy**

## **2. Definition**

- 2.1. A person is defined as having a disability if they have 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.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headteacher/SBM, in conjunction with the Governing Body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Governing Body, or a select committee, will be responsible for monitoring the Accessibility Plan. The full Governing Body will approve the Accessibility Plan before it is implemented.
- 3.4. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.5. The Headteacher/SBM will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.6. During a new pupil's induction or a pupil whose medical requirements have changed, the SENco will establish whether they have any disabilities or medical conditions which the school should be aware of and a Risk Assessment and PEEP will be put in place. The SENco will ensure the relevant staff have a copy of the RA and understand the requirements of the document.
- 3.7. The Headteacher/SBM is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.8. The Headteacher/SBM, Governing Body and SLT will work closely with the Diocese, LA and external agencies to effectively create and implement the school's Accessibility Plan.

- 3.9. The SENco will work closely with the Headteacher/SBM and Governing Body to ensure that pupils with SEND are appropriately supported.
- 3.10. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin. The SENco will ensure the Risk Assessment

#### **4. Accessibility Plan**

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as part of the Accessibility Policy.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
- To increase the extent to which pupils with disabilities can participate in the curriculum
  - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer and within reasonable financial budget constraints.
  - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be each Autumn.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

- 4.10. The school will collaborate with the LA and Diocese in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the Governing Body and SENCO every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported, within the constraints of the school budget.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

- 6.3. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.4. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.5. Prospective parents of pupils with an EHC plan, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **7. Curriculum**

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The head of department for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as a large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.
- 7.12. Curriculum accessibility resources will be maintained according to the manufacturer's instructions and checked on a regular basis.

## **8. Physical environment**

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.3. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.4. Fixtures and fittings relating to accessibility are maintained according to manufacturer's guidance and checked on a regular basis.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The Governing Body and Headteacher/ SBM will review the policy in collaboration with the SENCO and receive updates on RA and evacuation reports
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

## Appendix A – Accessibility Plan Template

### Planning duty 1: Curriculum

The Governing Body must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Laptops for SEND students and scribe software installed	Determine the number and best hardware and software and make purchases.	IT Manager Finance Manger SENco	Nov 2020	10 laptops with scribe installed introduced to each department by SENco	Autumn 21
	Pupils in wheelchairs on crutches cannot access lessons	Timetable re organised to ensure all lessons are on the ground floor	Assistant Head	Dec 2020	Pupils with SEND can access all lessons	Autumn 21
Long term	How do we know if our stakeholders have issues with accessibility	Initiate a regular review with feedback from staff, students and parents of those effected by accessibility issues	SBM SENco Governors	Summer 2021	More informed and able to make suitable amendments to our provision, better outcomes for our students	Autumn 21

## Planning duty 2: Physical environment

The Governing Body should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome	Review
Short term	Students in wheelchairs or on crutches cannot access certain areas of the school including higher floors	Audit of physical environment and advice from H&S	SENco SBM	Dec 2020	Mobile ramps purchased for us as not practical to install permanent ramps as not able to meet regulations for permanent ramps. No use of upper floors as instructed by H&S advisor	Autumn 21
Medium term	Some SEND students with reduced mobility struggle to go through the double doors in the corridors.	Quote for magnetic door holders	Finance Manager Facilities Manager	Spring 2021	Improved mobility and ease of access	Autumn 21
	No evacuation chairs	Quote and advice	SBM Finance Manager	Spring 2021	Re-evaluate RA's and PEEPs for those staff and students with limited mobility as we will have emergency evacuation chairs in place for upper levels	Autumn 21
Long term	No lift/stair lift to give full access to school for all levels and students	Research feasibility and cost	SBM/building contractors	Sept 22	School buildings are fully accessible	Autumn 21

### Planning duty 3: Information

The Governing Body should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Events – we do not plan for accessibility and give information for people to easily ask for help if needed	We could have a standard paragraph to go on our letters and invites. And advertise it on our accessibility page on the website	SBM SENCO ICT manager	Spring 2021	School is more inclusive and welcoming to all	Autumn 2021
	Are the issues around accessibility and SEND communicated sufficiently?	School to introduce this through PSHE/Citizenship and planned in our enrichment days. Posters to be displayed	Enrichment co-ordinator SF	Summer 2021	All members of school more informed	Autumn 2021
Medium term	Increase teaching and messages on equality and diversity	This is being taken up by our new equality group i.e. 'One World Day' etc.	Equality Group	Autumn 2021	Better understanding for students about difference and the importance of celebrating that and being inclusive	Autumn 2021
Long term	We don't have a dedicated webpage for Accessibility	Create section on website, update with latest news relative to school and news worthy issues	SENco to organise with SF	Autumn 2021	Website is fully accessible and informative	Autumn 2021