

# Accessibility Plan

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## 1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

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

The school supports any available partnerships to develop and implement the plan.

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.

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

### 3. Action plan

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

Key Aim	Current good practice	Objectives	Actions to be taken	Timescale
<p>Increase access to the curriculum for pupils with a disability and ensure disabled parents have every opportunity to be involved.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>The School's SEND Register provides detailed information on all pupils with SEND, including students with disability so that appropriate</p>	<p>Staff continue to improve their skills and awareness to support inclusion and access.</p> <p>All students will be able to access the curriculum due to individual adaptations where required.</p>	<p>Targeted training for teachers and the LSA team on differentiating the curriculum and meeting additional needs.</p> <p>The SENDCo to review individual access for students with disabilities and to support adaptations to the curriculum where necessary.</p>	<p>Long Term: Ongoing school aim</p> <p>Medium Term: To be reviewed by SENDCo at regular intervals to ensure appropriate access</p>

	<p>adaptations can be made.</p> <p>Individual adaptations are made for students who are unable to access specific areas of the curriculum as a result of disability, including where students cannot access areas of the school site.</p> <p>Technology is used to support students with disabilities in the classroom on a regular basis where required – i.e. roger pens, laptops to record learning, OneNote for learning resources.</p>	<p>Improve the use of technology to support pupils with disabilities to ensure that individual needs can be met within the classroom.</p> <p>To increase the use of OneNote to support learning and to provide resources which pupils can access.</p>	<p>The SENDCo to identify pupils that require further assistive technology and to promote and support the use of this.</p> <p>Continuation of school policy and wider staff training on the use of OneNote.</p>	<p>Medium Term: SENDCo to continue to monitor individual pupil progress and identify students that can be supportive by assistive technology.</p> <p>Long Term: Ongoing school aim</p>
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	<p>The school has excellent links with outside agencies including the Specialist Education Service and the Teacher of the Deaf which ensures students with disabilities are appropriately supported.</p>			
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <ul style="list-style-type: none"> <li>• This includes:</li> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> </ul> <p>Disability and access are considered when</p>	<p>Access to the site and curriculum will be reviewed for students with physical disabilities that may impact on a student's ability to access the school site.</p>	<p>The SENDCo will work with outside agencies, including Physiotherapists and Occupational Therapists to ensure the safety of access to the school site for individual pupils.</p>	<p>Medium Term: To be reviewed based upon individual pupil need.</p>

	<p>building works are considered and being undertaken to ensure full access.</p> <p>Specialist support is given by outside agencies, including Physiotherapists and Occupational Therapists, to ensure appropriate access to the physical environment.</p>	<p>Individual risk assessments are undertaken and implemented where a student's disability may impact their ability to access the physical environment. This includes PEEPs.</p>	<p>The SEND Department will ensure that appropriate risk assessments are in place for students with disabilities.</p>	<p>Medium Term: To be reviewed based on individual pupil need</p>
<p>To ensure all statutory obligations are met.</p>	<p>All policies have been reviewed to ensure they reflect inclusive practice</p>	<p>All policies should be checked to ensure they reflect best practice and comply with the Equality Act.</p>	<p>All policies are to be checked as they are ratified and adopted.</p>	<p>Long Term: Ongoing school aim.</p>

#### 4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the LGB.

St Benedict's Catholic School recognises that monitoring is essential to ensuring that all students with disabilities have full and appropriate access to the school and its curriculum and that they are not being disadvantaged. We understand that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards

- Sanctions
- Exclusions
- The SEND Register
- Extra-curricular activities
- Homework and extra-curricular learning
- Selection and recruitment of staff
- Parents and carers involvement