



# **Accessibility Plan 2023/2024**

## **Holy Family Catholic High School**

**September 2023**

**Review Before: September 2026**

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## 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.

This plan outlines the proposals of the governing board of Holy Family Catholic High School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised regularly in consultation with:
  - The parents/carers of pupils
  - The headteacher and other relevant members of staff
  - Governors
  - External partners

This plan is reviewed every three years to consider the changing needs of the schools and its pupils, and where the school has undergone a refurbishment. It will be reviewed more frequently if required.

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.

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, the complaints procedure sets out the process for raising these concerns.

We aim to include a range of stakeholders in the development and review of this accessibility plan, including pupils, parents, staff and governors of the school.

## **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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Action plan

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

Aim	Current good practice (Including established practice and practice under development)	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p><b>Increase access to the curriculum for pupils with a disability.</b></p>	<p>Our school offers a differentiated curriculum for all pupils – the curriculum should not be narrowed but appropriate scaffolds and support should be put in place to enable all learners to access it.</p> <p>The school has developed 8 Key Principles for supporting SEND pupils which draws on good practice for supporting autism, ADHD and dyslexia, covers the principles of THRIVE, Nurture and the Working Definition of Trauma-Informed Practice.</p> <p>Support plans and interventions follow an assess, plan, do, review cycle; targets are SMART targets; provisions and interventions are assessed and reviewed for cost effectiveness.</p> <p>1-Page-Profiles are written with pupils in the pupils voice.</p> <p>Provision pathways ensure that students are able to access the right support at the right time.</p>	<p>Improved interest and participation of parents and pupil in writing and reviewing plans.</p> <p>Increase in the independence of learners with SEND.</p> <p>Narrow the attainment gap between pupils with and pupils without SEND.</p> <p>Progress of pupils with SEND is as good as that made by pupils and students nationally.</p>	<p>Timetable meetings between SENDCo and teaching assistants to improve support plans.</p> <p>Increase in the use of Provision Map to communicate with parents and alerts that plans are written/ reviewed.</p> <p>Involvement of key workers in EHCP reviews.</p> <p>Re-structure staffing to have specialists in each area of SEND.</p> <p>Independence model to be further embedded and used throughout all lessons.</p>	<p>SENDCo, Headteacher</p>	<p>September 2023</p> <p>December 2023</p> <p>September 2023</p> <p>December 2023</p> <p>July 2024</p>	<p>Pupils with SEND make progress at least in line with national.</p> <p>Parents and pupils feel involved in curriculum planning and have their views represented in curriculum reviews.</p> <p>Pupils with SEND have the skills to work independently at appropriate times of the day.</p>

Aim	Current good practice (Including established practice and practice under development)	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
	<p>Baseline assessments when students enter the school ensure that support is in place quickly.</p> <p>Each student with SEND is allocated a key worker.</p> <p>Alternative provision is used for a small number of pupils who require specialist support to access mainstream education.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Regular surveys of parents, staff and pupils ensures that the thoughts and opinions of different groups are gathered and listened too.</p> <p>Participation of awareness days/ weeks/months to support and improve understanding of SEND amongst teachers and pupils.</p> <p>Regular analysis of school SEND data to track trends. Termly SEND reports to focus on changes and in meeting the needs of the pupils and the school.</p> <p>Close working relationships with specialist practitioners through the Targeted Provision that is ups killing staff and the support available to all pupils.</p>		<p>Monitoring and reviewing of the exponential growth in SEND at the school.</p>	<p>Headteacher, SENDCo</p>	<p>July 2024</p>	

Aim	Current good practice (Including established practice and practice under development)	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p><b>Improve and maintain access to the physical environment.</b></p>	<p>The school building can be accessed and exited safely by all staff and pupils.</p> <p>The environment is mostly adapted to the needs of pupils and staff as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Lifts</li> <li>Handrails</li> <li>Corridor width</li> <li>Disabled toilets and changing facilities</li> <li>Switches and shelves at wheelchair accessible height.</li> </ul> <p>Good housekeeping – salt used if ice, leaves cleared.</p> <p>Evacuation mats in place.</p> <p>Specialist support is used where there is a need for specialist equipment, for example with Occupational Therapy</p> <p>Recommendations from professionals are used to write support plans.</p> <p>Where access is not suitable alternative sites for lessons and activities is found to ensure participation is possible for all.</p>	<p>All areas of the school building are available to all staff and pupils.</p>	<p>Lower the switch between the hall and reception so it is accessible to all and those in a wheelchair.</p> <p>Improve signage – ensure there is enough signage, ensure that it is at visible height – all directions and information signs.</p> <p>Ensure walkways and exits are maintained and clear of obstructions in classrooms.</p> <p>Ensure staff are trained in using evac-mats.</p> <p>Ensure half termly premises checks are in place.</p>	<p>Headteacher SENDCo</p>	<p>July 2024</p> <p>September 2024</p> <p>October half-term and then half termly checks</p> <p>July 2024</p> <p>Half termly</p>	<p>Pupil independence is increased as they can move around school independently.</p> <p>Staff are confident using the evac-mats (both those using it and those supporting).</p>

Aim	Current good practice (Including established practice and practice under development)	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p><b>Improve the delivery of information to pupils with a disability.</b></p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Resources photocopied onto different colours.</li> <li>Pictorial or symbolic representations</li> <li>Neutral backgrounds to displays.</li> <li>Only relevant information displayed in classroom – use of working walls.</li> </ul> <p>Our school learning model supports communication through the use of pictorial representation and shared language.</p> <p>SEND report, policy and local offer shared on website.</p> <p>SEND policy uses pictorial representation and a short form is available in video format.</p> <p>Classrooms are a calm and well organised learning environment, that do not over stimulate the pupils.</p> <p>Corridor displays all use dyslexia friendly fonts and colours.</p>	<p>Ensure visuals are in place to support signage.</p> <p>To ensure all stakeholders have their views represented.</p> <p>Ensure that parents know about the local authorities Local Offer and how to access the support available.</p>	<p>Termly learning walks around school to assess signage and assess for possible improvements and actions that could be taken.</p> <p>Questionnaires to parents and pupils.</p> <p>Increase in the use of Provision Mapper for home/school communication.</p>	<p>SENDCo</p>	<p>October 2023 - then termly.</p> <p>July 2024</p> <p>December 2023</p>	<p>Parents and Pupils know how the school and the local authority support Pupils with SEND.</p> <p>Pupils who like to share information at home can still have their voice heard in school, and their needs are met.</p>



## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, the SENCO and the headteacher.

It will be approved by the governing board, the headteacher and the SENDCo.