



Holy Cross

CATHOLIC HIGH SCHOOL

Accessibility Policy

'I have come that they may have life, and have it to the full' (John 10:10).

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Statement of intent

Holy Cross Catholic High School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to 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.

Legal framework

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

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'

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

- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions and Arrangements Policy
- Behavioural Policy
- Anti-Bullying Policy
- Curriculum Plans
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definition

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

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.

Roles and responsibilities

Staff members will act in accordance with the school’s Accessibility Policy and Accessibility Plan at all times.

The Headteacher, in conjunction with the Governing Body, will create an Accessibility Plan with the intention of improving the school’s accessibility.

The Governing Body, will be responsible for monitoring the Accessibility Plan.

The full Governing Body will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The Headteacher will ensure that staff members are aware of pupils’ disabilities and medical conditions where necessary.

During a new pupil’s induction, the Headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The Headteacher, Governing Body and Senior Leadership Team will work closely with the Local Authority and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENDCO will work closely with the Headteacher and Governing Body to ensure that pupils with SEND are appropriately supported. Ensuring they have oversight of the needs of pupils

with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The Accessibility Plan is a freestanding document and is available on the school website.

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.

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
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in Summer 2027.

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.

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.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

The school will collaborate with the Local Authority in order to effectively develop and implement the plan.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The Local Authority will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The Local Authority will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities.

The school is committed to developing a culture of inclusion, support and awareness. 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.

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.

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.

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.

Admissions

The school will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

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.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of statemented pupils, 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.

Curriculum

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.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The Head of Department for each subject and the SENDCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

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.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment

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.

There are some parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school to allow for wheelchair access.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

The Governing Body and Headteacher will review the policy in collaboration with the SENDCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix A – Accessibility Plan Template

Planning duty 1: Curriculum

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.

	What	Who	When	Outcome criteria	Review Date
Short term	Audit of curriculum	Headteacher/teachers/SENDCO	This is carried out annually during the Book Review.	Management and teaching staff are aware of the accessibility gaps in the curriculum	2027 or when a pupil applies who has specific needs
	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/external advisors/SENDCO	Annually during INSETs.	Staff members have the skills to support children with SEND	2027 or when a pupil applies who has specific needs
Medium term	Needs of pupils with SEND incorporated into planning process	Teachers/SENDCO	Part of Graduated Approach. Weekly SEND Briefing, updates shared on Synergy.	Planning of school trips takes into account pupils with SEND	2027 or when a pupil applies who has specific needs
Long term	Provide technology and other adjustments to pupils with SEND	Headteacher/Datas pire/SENDCO	When required.	Pupils with SEND can access lessons	2027 or when a pupil applies who has specific needs

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.

	What	Who	When	Outcome	Review Date
Short term	Audit of physical environment	School Premises Manager/ Operations Manager	Needs based. Guidance from OT. Personal evacuation plans reviewed annually.	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	2027 or when a pupil applies who has specific needs
Medium term	Incorporation of appropriate colour schemes	SENDCO/School Business Manager	As advised for individual stress tests.	Learning environment is accessible to pupils with visual impairments	2027 or when a pupil applies who has specific needs
	Handrails installed	School Business Manager	Reviewed 2024	There are three accessible toilets with Handrails	2027 or when a pupil applies who has specific needs
Long term	Construction work undertaken	SBM/building contractors	Needs based.	School buildings are mostly accessible. Pupils are allocated accessible classrooms.	2027 or when a pupil applies who has specific needs

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.

	What	Who	When	Outcome criteria	Review Date
	School seeks advice from external advisors	SENDCO	Needs based.	School is aware of local services for converting written information into alternative formats	2027 or when a pupil applies who has specific needs
Medium term	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENDCO/ICT manager	Needs based.	Written information is fully accessible to children with visual impairments	2027 or when a pupil applies who has specific needs
Long term	Audit of website	Deputy Headteacher	Updated 2022	Website is fully accessible	2027 or when a pupil applies who has specific needs

Updated: Summer 2024

Review date: Summer 2027