

# **St Katherine's School**

## **Accessibility Plan 2015-18**

**Next Review: June 2018**

## Purpose

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Scope

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Student Behaviour for Learning Policy
- Curriculum Policy
- SEND Information Report and Local Offer
- Critical Incident Planning
- Equal Opportunities Policy
- Health & Safety Policy
- Single Equality Scheme
- Medical Needs Policy
- School Prospectus
- School Development Plan
- Special Educational Needs Policy
- Staff Development Plan

## Ethos and values

The Governing body of St. Katherine’s School is fully committed to meeting the of both the Disability Discrimination Act 1995 and the Equality Act 2010, as applicable to those staff, students and members of the public who have restricted:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Cognitive ability, memory ,or ability to learn, concentrate or understand
- Risk perception or physical danger

We have made a clear statement in our values, vision and ethos statement that we are a fully inclusive school and respect and celebrate diversity and difference.

The Governing body devolves responsibility to the Headteacher to make any and all reasonable adjustments as necessary to the school and its infrastructure so that:

- No person accessing the school site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any student with a disability is able to play a full and active part in all aspects of school life.
- Any student with a disability has equal and full access to all aspects of the curriculum and its delivery, as well as extra-curricular activities.
- No students' standard of attainment or achievement should be compromised as a result of disability.

### **Monitoring and Evaluation**

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At St Katherine's School, the plan will form part of form part of the Finance and Resource Committee work and will be monitored by the Headteacher and evaluated by the relevant Governors' committee.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

## **Management and process**

The accessibility plan will be managed and co-ordinated on a day to day basis by the School Business Manager and the Deputy Head, Inclusion.

- The individual needs of students will be assessed on admission to the school
- Relevant staff will work closely with parents and other agencies to agree the most appropriate support for students with disabilities. Multi-agency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.
- Every effort will be made to include students with a disability into all activities and where possible we may provide aids and devote additional resources to ensure this is the case.
- Any strategies put in place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances.
- Information on the specific needs of students with a disability will be disseminated to all relevant staff either in hard copy, by email, or in person.

## **Physical Access**

The school has excellent physical accessibility to all areas within the school. The individual buildings within the school site all have the following features:

- Non-stepped or gradient ramp access.
- Elevators to all blocks above single storey
- Wheelchair lifts to overcome stairs in PE and Drama
- Adequate space in circulation areas
- Disabled access toilets in all faculty blocks

This will be further enhanced by:

- Assessing the safety needs for students with a disability that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the school and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the school facilities.

The requirements of the DDA will be taken into account when planning any changes to the premises and will also include minor improvements such as the installation of handrails and visibility strips along the edges of steps as we develop the school facilities.

## **Organisation and access to the curriculum**

The school has an ethos of making students feel safe and treating all stakeholders with dignity regardless of their disability. All students currently have full access to the curriculum, modified where necessary according to their need. For example, a hearing impaired student may not receive additional English teaching and be dis-applied from foreign language teaching, a visually impaired student may receive additional equipment to magnify their work, a dyslexic student may be given a laptop to complete work in class. In addition to these specific adjustments, we will undertake the following actions:

- Developing an understanding of disability with all students through positive role models across the curriculum
- Avoiding using stereotypes
- Developing language that emphasises the person rather than the disability.
- Continually reviewing our extra-curricular and enrichment provision to ensure all students with a disability can be included and where this is not possible, provide learning experiences which promote similar development of knowledge and understanding.
- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for students, carried out by appropriately trained staff.

### **Improving information to students, staff, parents/carers and visitors**

- Any learning materials provided to students will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of needs
- Where there is a physical modification needed to improve information sharing (eg projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and students.
- We will accommodate parents with a disability to the best of our ability by providing additional services as needed. eg ensuring there is an sign language interpreter at meetings, ensuring text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier

### Accessibility Plan 2015-18

#### Improving the Physical Environment

Objectives	Actions	Outcomes	Monitored by	Evaluated by
Ensure full wheelchair access to student support area	Replace existing doorway with wider frame and entry system. (March 15) Delegated School Budget	Wheelchair users are able to enter building independently	MA	Finance and Resources Committee (Sept 15)
Improved décor and signage considered confusing or disorientating for differently able persons	Audit signage in school (Dec 15) Identify modifications needed and schedule (Jan 16) Complete changes (Summer 16) Delegated School Budget	All areas of the school are made more accessible for the visually/sensory impaired	MA	Finance and Resources Committee (Sept 16)
All new build work and alterations to existing buildings considers needs of people with a disability.	Audit needs as part of any arising site works Delegated School Budget	Full access to all parts of the school as the school grows	MA	Finance and Resources Committee (ongoing)

## Improving access to the curriculum

Objectives	Actions	Outcomes	Monitored by	Evaluated by
Ensure all staff have full information about student needs	<p>Review format of pen portraits for children with a disability. (KM Jan 15)</p> <p>Revise transition arrangements to include smaller team of Head of Year and Inclusion Manager. (HMS May 15)</p> <p>Identify additional transition opportunities for students who may need further support transferring to secondary school. (KM June 15)</p>	<p>All staff are fully aware of student needs and updated with any changes.</p> <p>As a result of this high quality information, student needs are effectively met from their start at St Katherine's School.</p> <p>All students with a disability have full access to the curriculum and are making expected progress.</p>	HMS	Behaviour and Safeguarding Committee (Ongoing)
Review and update training needs for students with specific communication difficulties (eg hearing impairment)	Annually review school timetables and identify staff who require additional training. Implement training (KM Sept 15,16,17)	All staff are fully aware of needs of hearing impaired students in the school and these students are making expected progress.	HMS	Behaviour and Safeguarding Committee (Ongoing)
Ensure all exam concessions are identified and implemented in accordance with JCQ requirements.	<p>Audit needs of students</p> <p>Implement testing</p> <p>Share with staff and plan in class and exam arrangements as required</p> <p>(KM March 15,16,17)</p>	All students and parents are clear about their exam concessions and there are effective management arrangements in place to support students disabilities	HMS	Behaviour and Safeguarding Committee (Sept 15,16,17)
Ensure access to all for SMHW	<p>Review ICT home access for students (BC - July 15,16,17)</p> <p>Review barriers for those with a disability (July 15,16,17)</p> <p>Implement plan to ensure all have full access, including provision of ICT equipment where appropriate (Ongoing, WI,HMS)</p>	All students with a disability report that they are able to fully access homework.	HMS	Behaviour and Safeguarding Committee (Sept 15,16,17)
Ensure all teachers are fully skilled in differentiation for students with a disability	<p>Provision of CPD on learning difficulties and disability (KM Jan 15)</p> <p>Ongoing CPD Twilight Programme (BC Jan-July 15)</p> <p>Monitoring through work scrutiny (Ongoing)</p>	All students with a disability have appropriate differentiation and are making expected progress.	HMS/KM	Achievement and Standards (Ongoing)
Ensure students with a disability which affects behaviour have appropriate effective provision to access the curriculum	<p>Commission new provision Engage (April 15)</p> <p>Evaluate behaviour needs of students and adjust curriculum to promote better behaviour (ongoing)</p> <p>Review progress (ongoing)</p> <p>Delegate School Budget/ Staffing Budget</p>	Those students whose behaviour is as a result of their disability receive specialised support to improve their behaviour and access a curriculum appropriate to their need, making expected progress.	HMS/KM	Achievement and Standards (Ongoing)

### Improving provision of information to all stakeholders

Increased availability of written material in alternative formats when requested.	Include statements in all official documents and online that alternative formats are available, including translation. (Ongoing)	All parents are aware of this service.	Mark Antoine/ Jo Walker	Finance and Resources Committee (Jan 16)
Improve accessibility of information available to parents	Gather feedback from stakeholders (Jan 15) Redevelop school prospectus (June 15) Redevelop website with easier interface (Sept 15) Allow improved accessibility with web optimisation (Sept 15) (Marketing Budget)	Parents report they find it easier to find information they need	Mark Antoine/ Jo Walker	Finance and Resources Committee (Jan 16)
Ensure medical needs of students are well understood and plans are in place for students.	Annual audit of medical needs (KW, June 15,16,17) Identify and implement training plan for first aiders and named key workers. (KW/HMS Ongoing) Prepare EHC plan for students with significant medical conditions (Ongoing)	All relevant staff are aware of students medical needs and plans are clear and implemented effectively.	Hayden Southon/ Julie Moller	Behaviour and Safeguarding Committee (Ongoing)