



# St. Gregory's Catholic High School

## ACCESSIBILITY PLAN

### **Monitoring**

The implementation of the policy will be monitored by the Deputy Headteacher (Pastoral)

### **Evaluation**

The policy was reviewed annually by the Deputy Headteacher (Pastoral), SENDCo, and Senior Leadership Team on 12<sup>th</sup> February 2021 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

### **Policy Review Dates:**

**Date last approved by Full Governing Board:** December 2015

**Date submitted to Governors' Committee:** 25<sup>th</sup> February 2021

**Date submitted to Full Governing Board:** 31<sup>st</sup> March 2021

**Review Frequency:** Every 3 years

**Start date for policy review:** December 2023

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## **1. INTRODUCTION**

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The overriding principle of equalities legislation is generally one of equal treatment.

As in previous legislation school must not discriminate against a student because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

## **2. DEFINITION OF DISABILITY**

Equality Act 2010: a person has a disability if:

- They have a physical impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform 'normal' day to day activities

For the purposes of this Act, these words have the following meanings:

- Substantial – means more than minor or trivial
- Long term – means that the effect of the impairment has lasted or is likely to last for at least 12 months
- Normal day-to-day activities – this includes everyday occurring situations such as eating, walking, going to the bathroom

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination

- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

### **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers

The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable. There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case.

Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

### **4. AIMS OF THE ACCESSIBILITY PLAN**

The aims of this accessibility plan are to ensure that St Gregory's RC High School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school.

Schools are required to have an Accessibility Plan detailing:

- how they will improve access to the physical environment
- increase access to the curriculum for disabled students
- And how they will improve the availability of accessible information to disabled students

At St Gregory's RC High School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum
- increase access to extra-curricular activities and the wider school curriculum
- improve the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect '*one family inspired to learn*'.

All students should be provided with the opportunity to experience, understand, and value diversity.

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

St Gregory's RC High school is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

Our school is 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. We work closely with the sensory support service to ensure that we are informed of any difficulties that students with VI or HI have in accessing the school site.

## **5. KEY OBJECTIVES**

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to enable full participation in the school community for students, and prospective students, with a disability
- To provide a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- To commit to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion

- To provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles- setting suitable learning challenges; - responding to a student's diverse learning needs; - overcoming potential barriers to learning and assessment for individuals and groups of students

## **6. THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES.**

Our small size allows us to know each student as an individual yet still provide big school success and huge opportunities. We aim to provide a caring, but challenging environment that pushes students to achieve the very best academic outcomes.

Our School has high ambitions for all students (***ambition for all***), including those with disabilities and expects them to participate and achieve in every aspect of school life. We are committed to identifying and then removing barriers to disabled students in all aspects of school life. We value the individual and the contribution they make to all aspects of school life (***positive footprint***) and will strive to ensure that our disabled students have access to all areas of the curriculum and teaching resources so as to develop fully in their education.

We will continue to focus on removing barriers in every area of the life of the school and are committed to embracing equal opportunities for all members of the school community.

## **7. CURRICULUM**

The school is committed to providing a healthy environment that enables a full curriculum access and values and includes all student regardless of their education, physical, sensory, social, spiritual, and emotional needs.

No student is excluded from any aspect of the school curriculum due to their disabilities or impairments and all is put in place where required to ensure all needs are accommodated.

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

Physical Education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons and where areas of the curriculum present challenges for a student these will be dealt with on an individual basis. The SENDCO, in discussion with the student and the parents will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment and ensure this information is disseminated to the staff.

Procedures to establish identification and support of students with SEND in place in the school will be regularly reviewed and monitored to ensure they are effective with detailed information on students with SEND shared with the relevant staff to aid teaching for example, student passport pages.

Specialist resources will be made available for students with visual impairments and difficulties such as large keyboards and screens for computing, coloured books, and overlays.

Assessment:

Provision is made for Children with SEND support or an EHCP through access arrangements in class by teacher provision or teaching assistant support for example a reader/scribe/laptop/coloured paper/prompter/extra time or oral language modifier.

## 8. ACTION PLAN

<u>AIM</u>	<u>CURRENT GOOD PRACTICE</u>	<u>OBJECTIVES</u>	<u>ACTIONS TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>	<u>DATE TO COMPLETE ACTIONS BY</u>	<u>SUCCESS CRITERIA</u>
<b>Increase access to the curriculum for students with a disability.</b>	Our school offers a differentiated curriculum for our students.	<b><u>Short term:</u></b>  All staff are continually trained to employ first quality teaching strategies in response to individual needs and access to this smartened/tightened up.	Curriculum continually adapted in response to changing needs as informed By the SENDCO.	SENDCO	Continuously ongoing.	Students making expected or better progress. Learning walks ensure that this is being embedded into the lessons. Staff are fully aware of strategies needing to be implemented, are confident where to find this and quality first teaching for all students is being observed.
	We use resources tailored to the needs of the students who require support to access the curriculum.  Effective communication with services that provide further support for our students such as the hearing impaired services.	Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCO	Continuously ongoing.	Staff are confident at using suggested strategies.

	<p>Targets are set effectively and are appropriate for students with additional needs and are regularly reviewed.</p> <p>The curriculum is reviewed to ensure it meets the needs of its students.</p>	most vulnerable students.				Students benefit from an adapted delivery of the curriculum appropriate to a student's needs.
		<p><b><u>Medium term:</u></b></p> <p>Implement succession planning for roles within the Learning Support Department to ensure we always have the expertise required within the team despite staff changes.</p>	<p>Performance management and further professional learning needs identified as applicable. SENDCO to ascertain what can be put in place in the form of performance management.</p>	<p>SENDCO to oversee the provision of career development where appropriate/necessary.</p>	Continuously ongoing.	Staff training and qualifications in place to ensure the learning and physical needs of all students are met.
		<p>The school aims to provide a differentiated curriculum to enable all students to feel secure and make progress.</p>	<p>Review of the pathways provided for KS4 and ensure all learners are being given the opportunities to need to be successful.</p>	SENDCO	Continuously ongoing.	A varied and accessible set of pathways available to all students to best suit their needs and achieve success.
		<b><u>Long term:</u></b>				



		PE curriculum further adapted to suit the needs of their learners. This should include accessibility to the lessons, to equipment and to the activity.	Any recommendations from OT and other services are actioned. Alternative and adapted equipment to be purchased if necessary.	SENDCO and PE department.	Continuously ongoing	All students have the opportunity to access 100% of PE lessons regardless of the activity.
<b>Improve and maintain access to the physical environment.</b>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Accessibility toilets and changing facilities.</li> <li>• High visibility strips to mark stairs and hand rails.</li> </ul>	<p><b>Short term:</b></p> <p>Students with specific needs have all the appropriate equipment and furniture.</p> <p>Personal evacuation plans for identified vulnerable students.</p>	<p>Purchase of specialised ergonomic chairs to assist access to the school environment as needed.</p> <p>Develop PEEPs (<i>Personal Emergency Egress Plan</i>) for specific students. TA's informed of which students they are responsible for in an emergency situation. PEEPs forms are stored</p>	<p>SENDCO PE department. Specialist advisors if required.</p> <p>SENDCO</p>	<p>Continuously ongoing.</p> <p>Spring 2021 ongoing.</p>	<p>All students confidently and successfully access all areas required of the school environment.</p> <p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p>

		<p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. i.e., Wheelchair users not timetabled in upper floor classrooms with no lift access.</p>	<p>with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need.</p>	SENDCO	Spring 2021 ongoing.	All identified students are timetabled in appropriate classrooms to meet their needs
		<p><b><u>Medium term:</u></b></p> <p>To continually maintain warning strips on vertical posts, steps and handrails, to support students with VI</p>	<p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and</p>	Site manager	Ongoing, new buildings and sites to be included.	All students with VI are able to navigate successfully around school safely.

			maintained all year round.			
		<p><b><u>Long term:</u></b></p> <p>To ensure that all new and existing buildings and rooms allow independent access for all.</p>	<p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Ensure support in place for students who may struggle with opening doors without support. Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>	SENDCO Site manager	Continuously ongoing.	All students are able to independently access all areas of school both internally and externally. Students are able to independently navigate the whole building.
<b>Improve the delivery of information to students with a disability.</b>	<p>Our school uses some ranges of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	<p>Ensure provision is appropriate for all students – visually impaired, hearing impaired, physically impaired – allowing access to all school alerts, to include fire alarms and intruder alarms.</p>	<p>Continued support from the relevant service sources and where required suggestions implemented.</p>	SENDCO	Continuously ongoing.	Improved systems across the school will support all students more effectively.

		Ensure a range of communication methods are used appropriate to the needs of the students, their families and visitors.				
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## APPENDIX A

ITEM	ISSUE	GREEN	AMBER	RED	ACTION PLAN	COST
1	Is furniture and equipment selected, adjusted and located appropriately?					
2	Are pathways and routes logical and well signed?					
3	Are there emergency and evacuation procedures for specific students in place?					
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				<p>Whilst the needs are being met overall more consideration needs to be given to:</p> <ul style="list-style-type: none"> <li>- the provision for VI students</li> <li>- Access for some students to PE lessons.</li> <li>- Laptops being provided where necessary.</li> </ul>	
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities and additional needs are seated appropriately.	
6	Are quiet rooms/calming rooms available for students needing this facility.				A calming sensory room has been created to allow this option for students as and when needed.	
7	Are car park spaces reserved for disabled people near the main entrance?					
8	Where there are steps/staircases do they have colour contrasting edging?				Yes – we have light grey stairs with black edging.	
9	Is there a continuous handrail on each stair flight and landing?				On each stair flight yes but not on the landing – is this needing to be implemented?	
10	Is it possible for wheelchairs to move around the building unaided?					
11	At the waiting area of the main entrance is it possible for a wheelchair user to get through unaided?				Not currently – does something need to be put in place to accommodate this?	

12	Do all internal doors allow a wheelchair user to get through unaided?				No – many of the doors require assistance to open.	
13	Do all corridors have a clear unobstructed width of 1.2m?					
14	Does each area of the school have a wheelchair accessible toilet?					
15	Is there accessibility to changing rooms/shower facilities?				Where?	
16	Do all upper areas have a lift that can be accessed by wheelchair users?					
17	Is it possible for a wheelchair user to use all fire exits from areas to which they have access? Is there a plan for if they are on the upper floor?				We have a specific PEEP where required personalised as relevant.	

## **APPENDIX B**

Actions	What have we done	What will remain our focus
The School is committed to ensuring all students, staff members, parents and visitors have equal access to areas and facilities within the school premises	<ul style="list-style-type: none"> <li>-Made physical changes to improve access.</li> <li>-Considered access arrangements as part of any new build or physical change.</li> <li>-Actively respond to needs of all students (new students and those whose physical capabilities may change whilst they progress through school)</li> <li>-Discuss the arrival of new students and access arrangements when they arrive on site</li> </ul>	<ul style="list-style-type: none"> <li>-Keep 'accesses on the agenda for all meetings within school.</li> <li>-Consider 'access' improvements when agreeing yearly allocation of resources (especially DFC and LCVAP).</li> </ul>
There are no parts of the school to which students with disabilities have limited or no access to.	<ul style="list-style-type: none"> <li>-Access ramp installed adjacent to canteen to allow wheelchair access and for those with mobility issues.</li> <li>-Access ramp installed to canteen area directly.</li> <li>-Access ramps to all access points around school, except stair access on courtyard.</li> <li>-3 lifts in strategic locations to allow access to 1<sup>st</sup> floor. Lift keys issued, instruction given, and use monitored.</li> <li>-Doorways accessible to classrooms and teaching spaces.</li> <li>-Removed lockers from corridors to allow greater movement around school.</li> <li>-Replaced 4 sets of fire doors and fitted with alarm-linked retainers to allow greater movement around school.</li> <li>-Electronic access gate fitted with motion and proximity sensors to facilitate wheelchair access.</li> </ul>	<ul style="list-style-type: none"> <li>-Access to first floor rooms F1 to F8, which at present require access via another classroom. Flexible approach to access agreed through F9, access route maintained in F9, students allowed to leave lessons slightly early and arrive slightly late to assist with their movement (if required), alternative teaching opportunities for Maths via classrooms in the new 'N' block.</li> <li>-Replacing an additional 4 sets of fire doors with alarm linked retainers.</li> </ul>
The School has toilet facilities suitable for people with disabilities, which are fitted with a handrail and an emergency pull cord.	<ul style="list-style-type: none"> <li>-4 accessible toilets in 4 different locations, controlled and only used by those requiring</li> </ul>	

	<p>them. Handrails fitted and emergency pull cords fitted.</p> <p>-1 accessible toilet has a hoist fitted for high-level access needs. No alarm is fitted to this toilet as it is only used when student escorted by a member of staff.</p> <p>-Emergency pull cords in toilets checked weekly.</p> <p>-Emergency pull cords alarm activate outside toilet and in reception (visual and audible)</p>	
The School has provisions for nappy changing.	-1 accessible toilet has a large sanitary/hygiene bin emptied every 2 weeks.	-Provision of a baby changing unit
Where entrances to the school are not flat, a ramp is supplied for access.	<p>-Ramp installed adjacent to canteen with external doors held open to facilitate access.</p> <p>-Ramp directly to canteen.</p> <p>Ramps to all external access doors, except those with steps on the courtyard.</p>	
Wide doors are fitted throughout the school to allow for wheelchair access.	<p>-Majority of doors fitted are wheelchair accessible.</p> <p>-All new doors fitted as wide doors to improve access for wheelchair users.</p>	-All new doors fitted will consider access requirements.
The corridor flooring and lighting is designed to support those who are visually impaired.	<p>-Flooring kept clean and free from litter/obstructions via site and cleaning staff.</p> <p>-Floors kept in good condition with a rolling programme of floor maintenance.</p> <p>-Lighting levels always maintained (especially in areas of movement) with fittings and tubes replaced as required.</p> <p>-Rolling programme of LED replacements in movement areas and classrooms to improve lux levels.</p> <p>-External steps highlighted with clear yellow markings.</p>	-Rolling programme of LED replacement lighting.



	<ul style="list-style-type: none"> <li>-Colour contrast between edging and risers on stairs (black edgings and grey stairs).</li> <li>-Stairs fitted with handrails to both sides.</li> <li>-Walls highlighted by use of display materials and coloured notice boards/displays to differentiate from wall colours.</li> <li>-Glare reduced in classrooms by fitting of window film (anti-glare).</li> <li>-Flexible lighting facility in classrooms (banks of lights)</li> </ul>	
Student safety in emergency situations	<ul style="list-style-type: none"> <li>-Personalised PEEPS for significant access issues (wheelchairs etc).</li> <li>-Simplified PEEPS for short term access issues.</li> <li>-Refuge areas identified.</li> <li>-Zoning system for evacuations by Fire Marshals with support for the evacuation persons with access issues.</li> </ul>	