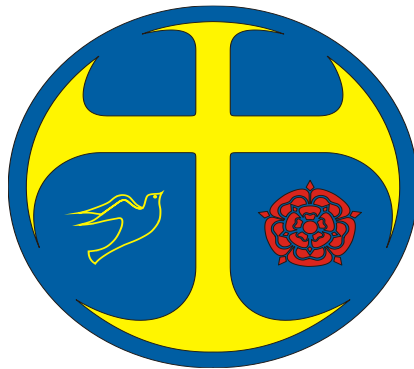


# All Saints' Roman Catholic High School, A Voluntary Academy

## part of Romero Catholic Academy Trust



*Luceat lux Vestra*

## Accessibility Plan

Updated: Autumn 2023

To be reviewed: Autumn 2026

Responsibility of: SENCO & Operations Manager

Policy Approval:

A handwritten signature in black ink, appearing to read 'F. Hall'.

\_\_\_\_\_  
Signature of Headteacher

28/11/2023

\_\_\_\_\_  
Date

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Signature of Chair/Vice-Chair

28/11/2023

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Date

# Mission Statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.



## 1. Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and SEND Code of Practice (2014).

All Saints' R. C. High School is committed to meeting the special educational needs of pupils and ensuring that they make progress.

As defined by the Equality Act, we understand a person with a disability to be identified as follows: "A person who has a physical or mental impairment that has a "substantial" and "long-term" negative effect on their ability to do normal daily activities".

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA "substantial" means "more than minor or trivial". "Long term" means "has lasted or is likely to last more than 12 months." This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Physical co-ordination
- 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

**At All Saints' Roman Catholic High School, we believe that diversity is a strength, which will be respected and celebrated by all those who learn, teach and visit here.**

## 2. Aims and Objectives

As a school, we must make reasonable adjustments to procedures, criteria and practices by the provision of auxiliary aides and services.

The SEN code of Practice 2014 states that Schools and LA education functions must publish accessibility plans, 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information' and 'where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review'

This plan should be read in conjunction with;

- the Special Education Needs Policy
- the SEN Information Report
- the Behaviour Policy
- the Anti-bullying Policy

### **3. Ongoing School Improvements**

The school will continue to take into account the needs of pupils and visitors with physical and sensory impairments during the planning and implementation of any changes to the school provision. Including, but not limited to:

- Physical Environment – addressing alterations that may be required to the building or site to improve access for pupils, staff, parents and visitors.
- Support Services – access to services and professional support within and external to the school to support families where disability is identified.
- School Curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability.
- Communication– how information is communicated within school and to wider audiences and supporting access to communication for families with a pupil or parent identified as having a disability.

#### **PHYSICAL ENVIRONMENT**

Target: to continue to improve access to the physical environment for all, ensuring the highest levels of safety

##### Process for identifying barriers:

- Carry out an annual Access Audit of the school buildings and grounds and produce an action plan.
- Feedback from individual students/staff/parents/relevant professionals inc. school nurse.
- Review of pupils’ needs by SENDCo.
- Review of pupils’ Educational Health and Care Plans.
- Review of Personal Emergency Evacuation Plans (PEEP) or for any pupil or member of staff with a disability.
- Staff training to highlight physical factors affecting pupil/s.

##### Current position:

- There are ramps at entrance/egress point of the building.
- An accessible parking space adjacent to the ramped school entrance
- Disabled toilet facilities, available on the ground floor of the main building and Fishwick block.
- ‘Clutter free’ environment to facilitate easy movement around the buildings.
- When required, ground floor timetables are created for pupils, unable to access higher floors.
- A moving platform lift between ground floor, lower ground floor and the stage.

##### Objectives for Improvement

Due to the inclusion in the DfE School Rebuilding Programme, there are no current improvement plans for the current building. The new building has been planned with lift access to all floors, disabled toilets, accessible parking, a hygiene room with a hoist and sling and an SEN support hub.

## **SUPPORT SERVICES**

Target: to provide access to services and professional support within and external to the school to support families where need is identified.

### Process for identifying barriers:

- Review of EHCPs or Support Plans for pupils with SEND.
- Advice from external agencies.
- Requests and identified needs of pupils and parents through discussions, observations and feedback.
- Updated advice from local, county and national providers.
- Reports from any specialist agencies.

### Current position:

- First-aid training undertaken by staff with additional CPD on particular conditions e.g. asthma.
- Welfare and Family Support Officer in place.
- 5 x Pastoral Leaders working with pupils and their families (four non-teaching available to support throughout the school day).
- School nurse and School Councillor attending school weekly.
- Exploring alternative provision and collaboration that will assist disabled pupils to learn, including liaison with the LA Special Educational Needs and Disabilities Team.
- SEND team create and maintain IEPs.

### Objectives for Improvement

- Continued review of Pastoral Support and Wellbeing provision to ensure comprehensive support is given to pupils.
- Promoting collaboration through the provision of information and the sharing of good practice.

## **SCHOOL CURRICULUM**

Target: to ensure that all pupils have equal access to a broad, balanced and differentiated curriculum - including the provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

### Process for identifying barriers:

- Monitoring of teaching and learning, and the impact on pupil progress and achievement.
- Review of EHCPs and Support Plans for pupils with SEND.
- Feedback from parents and external agencies.
- Curriculum guidance from the DfE.

### Current position:

- Year 7, year 8 and year 9 pupils have base-line testing on reading, comprehension, writing and spelling (NGRT) to assist identifying those with lower levels of numeracy/literacy.
- Year 7 pupils take the Cognitive Assessment Tests.
- Further WRAT testing undertaken, when potential need identified.
- Liaising with external services and agencies regarding individual pupils.

- Using specialist teachers to support learning.
- Organising Teaching Assistant deployment to maximise support.
- Using a range of teaching strategies to facilitate access for all pupils; for example. appropriate use of language, questioning techniques.
- Encouraging the use of clear, visual aids to support the learning of all pupils.
- Intervention groups of pupils identified as needing further support and appropriate intervention actioned.
- Creating a culture of understanding and tolerance so that all pupils are accepted as part of the school community.
- Providing opportunities outside of school, ensuring educational visits are accessible to all pupils.
- Designated teacher works closely with the Virtual Schools for Looked After Children.
- Use ICT software and hardware to support learning.
- Ensure work is provided in a format that accessible to the pupil eg paper colour, font size.

#### Objectives for Improvement

- IT strategy to be developed to renew aging IT equipment.
- Continue with whole staff training to remove barriers for SEND within the classroom. Matching the training with the needs of the school population.
- Regular review of the interventions provided and impact they have.
- Within the New School Building Project, design and implement an appropriate layout of furniture and specialist equipment, to support the learning process in individual learning environments
- Ensure that all new staff are quickly and effectively made aware of the needs of the pupils they will teach.

### **AWARENESS**

Target; To build awareness of staff through training and development and heightening children's awareness of issues related to disability

#### Process for identifying barriers:

- Observations of learning and book scrutinies.
- Feedback from pupils, parents, staff, external agencies and visitors
- Provision review

#### Current Provision

- Staff training on specific areas of SEND and whole school approach to SEND.
- Sharing Good Practice led by the SENDCo to ensure that all staff are aware of pupils' needs.
- Sharing of Risk Assessments for Pupils where necessary – to ensure all aware of needs.

#### Objectives for Improvement

- Continue whole staff training on strategies to support and ensure students with SEND progress.
- Increased awareness and whole school events linked to 'days' e.g. World Mental Health Day, World Autism Day.

## **COMMUNICATION**

Target; improve how information is communicated within school and supporting access to communication for families with a pupil or parent identified as having a disability

### Process for identifying barriers:

- Feedback from pupils, parents and external agencies

### Current Provision

- School communication and letters are provided in clear print.
- Parents have access to Satchel:One app to view their child's attendance/behaviour/rewards.
- Progress updates provided to parents at regular intervals throughout the year.

### Objectives for Improvement

- Ensure that the school website and documents posted online can be accessed by the visually impaired.

## **APPENDIX A. – ASSESSMENT ACCESS ARRANGEMENTS**

Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

### **Reasonable Adjustments**

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the candidate / learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

### **Special Consideration**

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

### **Access Arrangements at All Saints' Roman Catholic High School**

All Saints' aim to ensure that all students have equal access to examinations and are neither advantaged or disadvantaged over their peers by any long term, substantial SEND.

We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 2023-2024). We believe it is important to abide by the JCQ regulations so that there is parity in how access arrangements are awarded throughout a student's secondary schooling.

We will use every opportunity to identify students' needs from their first contact with the school. Professional reports are requested that demonstrate SEND and a recommendation for a reasonable adjustment to be made to meet the student's needs are the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working'.

### **When might students need to be given Exam Access Arrangements?**

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided to that the student has appropriate access to the exam.