All Saints' Roman Catholic High School, A Voluntary Academy

part of
Romero Catholic Academy Trust

Luceat lux Vestra

Accessibility Plan

Updated: Autumn 2026
To be reviewed: Autumn 2029

Responsibility of: SENDCO & Operations Manager

Policy Approval:

Signature of Headteacher	Date: 1st October 2026
Signature of Chair/Vice-Chair	Date: 1st October 2026

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 Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 and should be read alongside the SEND Code of Practice: 0 to 25 years and the school's SEN Information Report.

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

Under the Equality Act 2010, a person is disabled if they have 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. 'Substantial' means more than minor or trivial and 'long-term' generally means that the effect has lasted, or is likely to last, for at least 12 months. This can include physical, sensory and non-visible impairments.

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

In accordance with Schedule 10 of the Equality Act 2010, this plan sets out how All Saints' will, over the period 2026–2029:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment to increase the extent to which disabled students can take advantage of the education, benefits, facilities and services provided by the school; and
- improve the delivery of information to disabled students so that information is accessible to them, taking account of their disabilities and the preferences of students and their parents/carers.

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 2015 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

The SENDCo and Operations Manager will monitor implementation of this plan and report progress against identified actions to the Local Governing Body. The Inclusion Link Governor will provide appropriate challenge and oversight. The plan will be reviewed at least annually to consider progress against actions and emerging accessibility needs and will be formally reviewed and republished at least every three years, or sooner where significant changes are required.

3. Ongoing School Improvements

The school will continue to take into account the needs of students 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 students, 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 student'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 students' needs by SENDCo.
- Review of students' Education Health and Care Plans.
- Review of Personal Emergency Evacuation Plans (PEEP) or for any student or member of staff with a disability.
- Staff training to highlight physical factors affecting pupil/s.

Current position:

All Saints' moved into its new purpose-built school building in November 2025. Accessibility was an important consideration within the design of the new building. Current provision includes:

- lift access to all floors;
- wide corridors to support wheelchair access;
- designated accessible parking close to the main entrance;
- accessible toilet facilities on every floor;
- a specialist hygiene room with a ceiling hoist and specialist changing bed;
- classrooms designed to support accessibility, including carpeting to support acoustic comfort, blinds to manage light levels and interactive technology;
- an identified SEND support space;
- reasonable adjustments to the physical environment according to individual need.

The school will undertake an annual accessibility audit of the new school building and site, incorporating feedback from pupils with disabilities, parents/carers, staff and relevant professionals, and identify any emerging barriers to access.

Responsibility: SENDCo/Operations Manager

Timescale: Annually

Success measure: Audit completed; identified actions recorded and addressed within agreed timescales.

Objectives for Improvement

Accessibility priority	**Actions**	**Responsibility & timescale**	**Intended impact/success measure**
Identify physical barriers within the new building	Complete annual access audit, including student /parent feedback	SENDCo & Operations Manager – annually	Barriers identified promptly and actions completed/recorded
Improve accessibility of teaching	Monitor adaptive teaching and reasonable adjustments through QA and SEND reviews	SENDCo/SLT – termly	Students with SEND can access learning and identified adjustments are implemented consistently
Improve accessible information	Audit website and key parent/student documents for accessibility; provide alternative formats where required	Operations Manager/SENDCo – 2026/27 and ongoing	Disabled students/parents can access information in an appropriate format
Strengthen student/parent voice	Seek accessibility feedback through Pupil Passport/EHCP reviews and targeted student/parent voice	SENDCo – termly/annually	Feedback informs changes to provision and accessibility planning

SUPPORT SERVICES

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

Where disability or SEND creates a barrier to attendance, behaviour or participation in wider school life, relevant staff will work with the student and their family to understand the barrier and consider appropriate reasonable adjustments. Adjustments will be reviewed to ensure that they remain appropriate and effective.

Process for identifying barriers:

- Review of EHCPs or Pupil Passport for students with SEND.
- Advice from external agencies.
- Requests and identified needs of students 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, allergies
- Welfare and Family Support Officer in place.
- 3 x Pastoral Leaders working with students and their families - all non-teaching and available to support throughout the school day.
- School nurse and School Counsellor attending school weekly.
- Exploring alternative provision and collaboration that will assist disabled students to learn, including liaison with the LA Special Educational Needs and Disabilities Team.
- SEND team create and maintain Pupil Passports.

Objectives for Improvement

- Continued review of Pastoral Support and Wellbeing provision to ensure comprehensive support is given to students. (*SENDCo/Assistant SENDCo and Assistant Headteacher for Pastoral – Termly*)
- Promoting collaboration through the provision of information and the sharing of good practice. (*SENDCo/Assistant SENDCo and DSL – Termly*)

SCHOOL CURRICULUM

Target: to ensure that all students 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.

All students, including those with disabilities, are entitled to access a broad and ambitious curriculum. High-quality inclusive teaching is the starting point for meeting individual needs. Teachers use adaptive teaching approaches and reasonable adjustments informed by their knowledge of students' needs, while maintaining high expectations for all.

Process for identifying barriers:

- Monitoring of teaching and learning, and the impact on student progress and achievement.
- Review of EHCPs and Pupil Passports for students with SEND.
- Feedback from parents and external agencies.
- Curriculum guidance from the DfE.

Current position:

- Year 7, year 8 and year 9 students carry out a Sparx reading assessment to assist in identifying those with lower than age related reading age.
- Year 7 pupils take the Cognitive Assessment Tests.
- Further Phonics testing undertaken, when potential need identified.
- Liaising with external services and agencies regarding individual students.
- Using specialist teachers to support learning.
- Organising Teaching Assistant deployment to maximise support.
- Using a range of teaching strategies to facilitate access for all students; for example. appropriate use of language, questioning techniques.
- Encouraging the use of clear, visual aids to support the learning of all students.
- Intervention groups of students identified as needing further support and appropriate intervention actioned.
- Creating a culture of understanding and tolerance so that all students are accepted as part of the school community.
- Providing opportunities outside of school, ensuring educational visits are accessible to all students.
- 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 student eg Use of coloured overlays, font size.

Objectives for Improvement

- Continue with whole staff training to remove barriers for SEND within the classroom. Matching the training with the needs of the school population. (*Assistant SENDCo – Ongoing*)
- Regular review of the interventions provided and impact they have. (*Assistant SENDCo – termly*)
- Ensure that all new staff are quickly and effectively made aware of the needs of the students they will teach. (*SENDCo/Assistant SENDCo – upon induction and ongoing*)
- Review the use of assistive technology and accessibility features available through school devices and software and ensure that students who require these adjustments can access them. (*Assistant SENDCo, IT Manager and Operations Manager – When required and as a minimum annually*)
- Ensure new furniture, equipment, technology and changes to learning environments continue to take account of accessibility requirements. (*Assistant SENDCo and Operations Manager – ongoing and as a minimum annually*)

AWARENESS

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

Process for identifying barriers:

- Calendarised learning walks, staff referrals, other quality assurance processes undertaken by Assistant SENDCo/SLT
- Feedback from students, parents, staff, external agencies and visitors
- Provision review

Current Provision

- Staff training on specific student's needs, specific areas of SEND and whole school approach to SEND.
- Sharing of Risk Assessments for Pupils where necessary – to ensure all aware of needs.

Objectives for Improvement

Ensure all staff understand their responsibilities under the Equality Act 2010, including the anticipatory duty to make reasonable adjustments, and receive appropriate training to identify and reduce barriers for disabled students. (*SENDCo/Assistant SENDCo and DSL – Annually*)

COMMUNICATION

The views and experiences of students with disabilities and their parents/carers are central to the development and review of this plan. Feedback is gathered through SEND reviews, EHCP annual reviews, student and parent voice and individual discussions. Where barriers to participation or access are identified, these inform future accessibility priorities and reasonable adjustments.

The school aims to ensure that information provided to students and families is accessible. Where required, information can be provided in alternative formats or adapted to meet individual need. This may include enlarged print, modified layout, coloured backgrounds/paper, electronic formats or other appropriate communication methods. The school will seek advice from students, parents/carers and relevant professionals where necessary to determine the most appropriate format.

The accessibility of the school website and key documents will be reviewed periodically, and reasonable adjustments will be made where barriers to accessing information are identified. (*IT Manager and Operations Manager – Annually*)

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.

Evidence of need may be required in order to make an application for an Access Arrangement and in some cases this might require additional testing / assessments from qualified external specialist teachers

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.

Access arrangements will be considered and implemented in accordance with the current Joint Council for Qualifications (JCQ) regulations and guidance. 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.

Access arrangements are determined in accordance with current JCQ regulations and are based on evidence of need and the student's normal way of working. Where required, appropriate supporting evidence will be obtained and retained in accordance with JCQ requirements.

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 following an application which must include evidence that it is the students 'normal way of working') in an exam, where a particular need has been identified, and is provided to that the student has appropriate access to the exam.