

St Richard's Catholic College

ACCESSIBILITY PLAN



The policy was approved by the Governing Body: November 2017

Chair of Governors: _____

The Governing Body will review the policy in November 2019

ACCESSIBILITY PLAN

Introduction

This plan identifies how the college meets the needs of SEND pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This is reviewed every two years by the Governing Body.

Aim

Our aim is to achieve the inclusion of all pupils, including those with SEND, and to meet all pupils' individual needs by removing the barriers to participation and learning. We aim that all learners are enabled to benefit from learning opportunities within the National Curriculum.

We aim to promote inclusive teaching (Quality First Teaching) across all subject areas. Appropriate interventions will be implemented to enable pupils to progress and reach their potential.

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for SEND pupils in the three areas required by the planning duties in the Disabilities:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Current position:

- The majority of the site is accessible for pupils with moderate physical difficulties.
- The outside areas are flat and accessible.
- There are disabled parking spaces in front of the building.
- There are toilets for disabled pupils in the college.
- There is wheelchair access.
- Lift access to both floors of A-Block and ground floor of B-Block.
- The Pastoral Leaders, TA Year Coordinators and SENCo support a range of vulnerable pupils and their families.
- Teaching Assistants support a range of pupils.
- First Aiders are accessible to pupils at all times of the school day (including weekly "drop in" lunchtime service for private consultation from School Nurse).
- Students who have EAL are well supported through weekly visits from EALS.
- Information on health conditions, including mental health, and where pupils require an exit card or early access to the lunch hall, is shared with all relevant staff.

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
<p>To improve the delivery of information to pupils with SEND.</p>	<p>Extend the availability of written materials in alternative formats.</p> <p>Pupil Passports and requests for parent feedback are shared with parents/carers via email where available.</p> <p>Information about school events is communicated directly to parents/carers via the newsletter and by the TA Year Coordinators and SENCo.</p> <p>SENCo 'drop-Ins' for parents/carers of pupils with SEND.</p>	<p>Ongoing</p>	<p>SENCo</p>	<p>Pupils to access written materials in all formats</p>	
<p>To provide an effectively differentiated curriculum.</p>	<p>Provide training for teachers to effectively differentiate the curriculum, including presentations to staff, formal CPD and inset, and teaching and learning tips.</p> <p>Lessons provide opportunities for all to feel a sense of achievement.</p> <p>Staff recognise and allow for the additional mental effort expended by some pupils, for example those who lip read or have impaired mobility or vision.</p>	<p>Ongoing</p>	<p>Juliet Horton SENCo Letty Gallagher John Steele</p>	<p>Access to the curriculum is enhanced for pupils with SEND.</p>	

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
	<p>Staff recognise and allow for the additional time required by some SEND pupils to use equipment in practical lessons.</p> <p>Access is provided to technology appropriate for pupils with SEND, for example Read & Write 11.</p>				
<p>To improve the inclusion of physically disabled pupils.</p>	<p>Lifts enable access to both floors of A-Block, science block, art block and ground floor of B-Block. Pupils given lift keys.</p> <p>Pupils who cannot use the stairs will have lessons in accessible classrooms.</p> <p>Risk assessments produced and shared with relevant staff.</p> <p>Classrooms are optimally laid out for disabled pupils.</p>	<p>Ongoing</p>	<p>SENCo</p>	<p>Pupils with physical disabilities and who cannot use the stairs are able to access specialist classrooms required to have full access to the curriculum.</p>	
<p>To enable access to information for visually impaired pupils and parents/carers.</p>	<p>Availability of coloured overlays, coloured paper, large font printouts and easy to read texts. Slides are printed and shared via Google Drive or given as handouts.</p> <p>Signage improved in college.</p> <p>Provision of visual timetables.</p>	<p>Ongoing</p>	<p>SENCo</p>	<p>Information is easily accessible to all pupils and parents/carers.</p>	

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
To enable access to information for hearing impaired pupils and parents/carers.	Arrange interpreters to communicate with hearing impaired parents/carers.	Ongoing	SENCo Kirsten Britt	Information is easily accessible to all pupils and parents/carers.	
To increase the accessibility of out of school/extra-curricular trips for pupils with SEND.	Review policies to enable all out-of-school activities to be fully inclusive and accessible to all where reasonable. Consult with all stakeholders, e.g. mobility-impaired pupils on the issues in college.	Ongoing	SENCo	Trips to be inclusive and available to all pupils.	
To improve procedures for emergency evacuations for individuals whose movements are compromised by their disability or medical condition.	Trial evacuations, followed by re-evaluation. Risk assessments produced and shared with relevant staff. The disabilities and medical conditions of <u>pupils</u> affecting site accessibility are compiled by the SENCo and circulated to staff in school on a need-to-know basis. The disabilities and medical conditions of <u>staff</u> affecting site accessibility is compiled as a separate document by the Business Manager and circulated to the Principal and related staff on a need to know basis. TA Year Coordinators monitor	Ongoing	Admin/Reception staff SENCo Business Manager	Safe environment during evacuation.	

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
	individual pupils' accessibility on a day-to-day basis.				
To ensure the safety of pupils with Social, Emotional and Mental Health (SEMH) needs.	Review provision of safe place for vulnerable pupils, including durign.	Ongoing	SENCo Kirsten Britt	Vulnerable pupils are assured that they can access a suitable safe place when necessary.	
To enhance literacy across the curriculum.	Select pupils for and coordinate reading intervention and handwriting intervention groups. Introduce pupils to English Type Senior from Year 7 (in English reading lessons and Literacy Support lessons).	Ongoing	Juliet Horton John Steele English department SENCo	Raised literacy levels Seen from re-testing of reading comprehension.	
To improve curriculum access for pupils for dyslexia.	All staff to receive updated dyslexia awareness training	Ongoing	SENCo Sue Carne	All pupils benefit from dyslexia friendly practice	
To ensure that all identified pupils are assessed for Access Arrangements .	Prepare and collate relevant information to provide evidence. Pupils are assessed in a timely manner and all approved arrangements are provided during exams and assessments. Approved Access Arrangement paperwork is kept on file, ready for inspection by the exam board.	Ongoing	SENCo Kirsten Britt	Effective provision of access arrangements for exams and assessments.	