

St Richard's Catholic College

ACCESSIBILITY PLAN



The policy was approved by the Governing Body: November 2019

Chair of Governors: _____

The Governing Body will review the policy in November 2021

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, the Pastoral Manager 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).
- Mental Health First Aiders are accessible to pupils at all times of the school day. Mental Health First Aiders identify themselves to pupils by displaying a bee logo on their classroom/office door and wearing a bee logo on their lanyard. Additionally, pupils are informed of who the Mental Health First Aiders are in assemblies and Tutor time.
- 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>Written materials are provided in alternative formats, for example information provided in enlarged print, electronic format or using Read & Write 11 software to read text aloud to pupils. Visual timetables are provided and ‘social stories’ prepared using Communicate in Print (a storyboard format, using pictures instead of words).</p> <p>Pupil Snapshots 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. Three annual drop-In dates are advertised in the Newsletter and school diary. Additionally, parents and carers are invited to attend by email by their child/ward’s TA Co-ordinator.</p> | <p>Ongoing</p> | <p>SENCo</p> | <p>Pupils are able to access written materials in alternative formats.</p> <p>Information is accessed by parents/carers of SEND pupils.</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 (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>Staff recognise and allow for the additional time required by some SEND pupils to use equipment in practical lessons.</p> <p>Assistive technology is provided for pupils with SEND, for example Read & Write 11, Communicate and Print, laptops, specialist tablets provided for pupils with visual impairment.</p> | <p>Ongoing</p> | <p>LMT SENCo Geraldine Machin</p> | <p>Access to the curriculum is enhanced for pupils with SEND.</p> | |

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|---|--|----------------|----------------|---|----------|
| <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 are provided with 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>Pupils with limited mobility are permitted to leave lessons early in order to avoid the busy corridor.</p> <p>Pupils with physical disabilities are provided with rest breaks during assessments. If needed, they are also provided with scribes and separate offices for assessments.</p> <p>Adapted materials are provided as necessary.</p> | <p>Ongoing</p> | <p>SENCo</p> | <p>Pupils with physical disabilities and/or pupils who cannot use the stairs are able to access the curriculum.</p> | |
| <p>To enable access to information for visually impaired pupils and parents/carers.</p> | <p>Pupils are provided with 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 has been improved throughout the college.</p> <p>Pupils are provided with visual timetables if needed.</p> <p>Pupil with visual impairment can access written information using Read & Write 11 (software that reads text aloud to pupils).</p> <p>Pupils are provided with a reader for assessments, if needed.</p> | <p>Ongoing</p> | <p>SENCo</p> | <p>Information is accessible to all visually impaired pupils and parents/carers.</p> | |

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| | Seating plans are carefully considered to ensure pupils with visual impairments can access learning within the classroom. | | | | |
| To enable access to information for hearing impaired pupils and parents/carers. | <p>Interpreters are arranged to communicate with hearing impaired parents/carers.</p> <p>Seating plans are carefully considered to ensure pupils with hearing impairments can access learning within the classroom.</p> | Ongoing | SENCo Kirsten Britt | Information is accessible to all hearing impaired pupils and parents/carers. | |
| To increase the accessibility of out of school/extra-curricular trips for pupils with SEND. | <p>Policies are reviewed to enable all out-of-school activities to be fully inclusive and accessible to all where reasonable.</p> <p>Consult with all stakeholders, e.g. mobility-impaired pupils on the issues in college.</p> | 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. | <p>Trial evacuations are held, followed by re-evaluation.</p> <p>Risk assessments are produced in consultation with parents/carers and shared with relevant staff.</p> <p>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.</p> <p>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.</p> <p>TA Year Coordinators monitor individual pupils' accessibility on a day-to-day basis.</p> | Ongoing | Admin/Reception staff SENCo Business Manager | Safe environment during evacuation. | |
| To ensure the safety of pupils with Social, Emotional and Mental Health (SEMH) needs. | Mental Health First Aiders are accessible to pupils at all times of the school day. Mental Health First Aiders identify themselves to pupils by displaying a bee logo on their classroom/office door and wearing a bee logo on their | Ongoing | SENCo Kirsten Britt | Vulnerable pupils are assured that they can access a suitable safe place when necessary. | |

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|--|--|----------------|---|--|----------|
| | <p>lanyard. Additionally, pupils are informed of who the Mental Health First Aiders are in assemblies and Tutor time.</p> <p>Pastoral Leader, Form Tutor, TA Year Coordinator, SENCo, School Counsellor and Pastoral Manager are available to support with pastoral and wellbeing concerns.</p> <p>TA Year Coordinators check-in with key pupils during morning registration.</p> | | | | |
| <p>To enhance literacy across the curriculum.</p> | <p>Select pupils for and coordinate reading intervention and handwriting intervention groups.</p> <p>Pupils use Bedrock Vocabulary in English reading lessons, Literacy Support lessons and for homework. Other interventions include Sound training.</p> | <p>Ongoing</p> | <p>John Steele English department SENCo</p> | <p>Raised literacy levels seen from re-testing of reading comprehension.</p> | |
| <p>To ensure that all identified pupils are assessed for Access Arrangements .</p> | <p>Transition information from Primary Schools includes information about access arrangements provided in KS1 and KS2. Round-Robins and questionnaires are sent to pupils' teachers to establish which pupils require testing for access arrangements.</p> <p>Pupils are assessed in a timely manner and all approved arrangements are provided during exams and assessments.</p> <p>Approved Access Arrangement paperwork is kept on file, for inspection by the JCQ.</p> | <p>Ongoing</p> | <p>SENCo Kirsten Britt</p> | <p>Effective provision of access arrangements for exams and assessments.</p> | |