

St Richard's Catholic College

ACCESSIBILITY PLAN



The policy was approved by the Governing Body: January 2022

Chair of Governors: _____

The Governing Body will review the policy in January 2024

ACCESSIBILITY PLAN

Introduction

This plan identifies how the school meets the needs of SEND pupils in response to the [SEND Regulations 2014](#), as enacted by the secondary [Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years](#).

This policy is reviewed every two years by the Governing Body.

Aim

School responsibilities under the SEND Regulations 2014 apply to this policy in the following areas:

- “promoting the pupil’s inclusion in the school community and access to the school’s curriculum, facilities and extra-curricular activities” - section 50(b)(vii);
- “how facilities that are available can be accessed by children and young people with special educational needs or a disability” – schedule 2, section 5(f); and
- “arrangements for making those services which are available to all children and young people in the area accessible to children and young people with special educational needs or a disability.” – schedule 2, section 12(b).

Therefore our aim as a school is to achieve the inclusion of all pupils, including those with SEND, in these key areas, and to meet all pupils’ individual needs by removing the barriers to participation and learning.

We aim to ensure that all learners are enabled to benefit from learning opportunities within the National Curriculum, with bespoke opportunities outside the formal curriculum made available to all learners as appropriate.

We promote inclusivity with our expectation of differentiation and personalisation via Quality First Teaching across all subject areas. In addition we offer second and third wave interventions implemented in an appropriate and targeted manner to enable pupils to make sustained progress and reach their potential in all areas. Just as every teacher is a teacher of SEND, every classroom at St. Richard’s is also inclusive.

This plan 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 identified above.

Current position:

- The majority of the site is accessible to pupils with moderate physical difficulties.
- The majority of outside areas are flat and accessible, aside from some areas of the playground and field, including banks to the side of school buildings.
- There is a disabled parking space in front of the main school building.
- There is a toilet for disabled pupils and staff in the school.
- There is wheelchair access via ramps or level access to all buildings.
- There is lift access to both floors of A-Block, Science Block, Art Block and the ground floor of B-Block.
- The Pastoral Leaders, TA Year Co-ordinators, the Pastoral Manager, Pastoral TAs and SENCo support a range of vulnerable pupils and their families.
- Teaching Assistants and Pastoral TAs support a range of pupils, both with and without identified SEND.
- 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 and Mental Health Champions 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/or wearing a bee logo on their lanyard, and are displayed around the school.
- Pupils who have EAL are well supported through weekly visits from the EAL Service.

- 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. Individual Healthcare Plans. Risk assessments and personal emergency evacuation plans (PEEPs) are in place as is appropriate for each pupil.

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.</p> <p>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'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>In the context of Covid-19, exemptions to mandatory mask wearing and accommodations to hearing impaired pupils are made, based upon Hearing Impairment Service advice and other relevant medical evidence.</p>	<p>Ongoing</p>	<p>LMT SENCo Learning Support Co-ordinator Geraldine Machin</p>	<p>Access to the curriculum is enhanced for pupils with SEND.</p>	

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	<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 (including a bank of 30 Chromebooks for the SEN Department to issue), specialist tablets provided for pupils with visual impairment.</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 are provided with lift keys.</p> <p>Pupils who cannot use the stairs will have lessons in accessible classrooms. Re-roomings are made on both a permanent and temporary basis.</p> <p>Risk assessments, individual healthcare plans and PEEPs are 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 such as printed handouts, alternative colour paper and enlargements are provided as necessary.</p>	<p>Ongoing</p>	<p>SENCo Learning Support Co-ordinator Class teachers</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, or accessible to pupils via a laptop where they can have control the display size.</p>	<p>Ongoing</p>	<p>SENCo Class teachers</p>	<p>Information is accessible to all visually impaired pupils and parents/carers.</p>	

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	<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 or reader pen for assessments, if needed.</p> <p>Seating plans are carefully considered to ensure pupils with visual impairments can access learning within the classroom.</p>				
To enable access to information for hearing impaired pupils and parents/carers.	<p>Interpreters are arranged to communicate with hearing impaired parents/carers, in consultation with the EAL Service.</p> <p>Seating plans are carefully considered to ensure pupils with hearing impairments can access learning within the classroom.</p>	Ongoing	SENCo Learning Support Co-ordinator	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 school.</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, care plans and PEEPs 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 Learning Support Co-ordinator, and circulated to staff in school on a need-to-know basis.</p>	Ongoing	Admin/Reception staff SENCo Learning Support Co-ordinator Business Manager	Safe environment during evacuation.	

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	<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>				
To ensure the safety of pupils with Social, Emotional and Mental Health (SEMH) needs.	<p>Mental Health First Aiders and Mental Health Champions are accessible to pupils at all times of the school day. Mental Health First Aiders and Champions identify themselves to pupils by displaying a bee logo on their classroom/office door and/or wearing a bee logo on their lanyard. Additionally, pupils are informed of who the Mental Health First Aiders are in assemblies and Tutor time and via displays around the college.</p> <p>Pastoral Leader, Form Tutor, TA Year Co-ordinator, SENCo, School Counsellor, Pastoral TAs and Pastoral Manager are available to support with pastoral and wellbeing concerns.</p> <p>TA Year Co-ordinators check-in with key pupils during morning registration.</p>	Ongoing	SENCo Learning Support Co-ordinator	Vulnerable pupils are assured that they can access a suitable safe place when necessary.	
To enhance literacy across the curriculum.	<p>Select pupils for, and co-ordinate, 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>	Ongoing	Hannah McKay English department SENCo	Raised literacy levels seen from re-testing of reading comprehension.	
To ensure that all identified pupils are assessed for Access Arrangements .	<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>	Ongoing	SENCo Learning Support Co-ordinator Kerry Tadros	Effective provision of access arrangements for exams and assessments.	

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	Approved Access Arrangement paperwork is kept on file, for inspection by the JCQ.				