

St Richard's Catholic College

ACCESSIBILITY PLAN



The policy was approved by the Governing Body: January 2024

Chair of Governors: _____

The Governing Body will review the policy in January 2026

ACCESSIBILITY PLAN

“For God shows no partiality”

Romans 2:11

Introduction

This plan identifies how St Richard’s Catholic College 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. It should be considered in conjunction with the following policies:

Related Policies

- Pastoral Care and Behaviour Management Policy
- Child Protection and Safeguarding Policy
- Equality Policy and Action Plan
- Examinations Policy
- Friendship and Anti-Bullying Policy
- Health and Safety Policy
- Mental Health and Wellbeing Policy
- MHEW Support Guidance and Threshold Policy
- Pupil Premium Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

The SEND Regulations 2014

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).

The Equality Act

The Equality Act 2010, which replaced all existing equality legislation (including the Disability Discrimination Act), established in law three over-riding principles which comprise the duties placed upon public bodies.

These requirements are to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

St Richard's Catholic College is committed to meeting the needs of pupils with disabilities. The school endeavours to meet the requirements of the Equality Act 2010, which specifies due regard should be given to consider the barriers that may exist to a pupil's access to education and how to remove those barriers. All reasonable steps will therefore be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled pupils. The Equality Act also determines that where significant disadvantage exists, disabled people will be treated more favourably to address the imbalance. This will be taken into account when considering necessary improvements.

In particular, there is a requirement to:

- improve the physical environment of the school to enable pupils with disabilities to take better advantage of the available education and facilities;
- increase the extent to which pupils with disabilities can access the curriculum; and
- improve the availability of accessible information to pupils with disabilities.

The school will also have regard to the need to provide adequate resources for implementing plans and strategies to support provision for pupils with disabilities in these ways. Through our work to improve accessibility for pupils with disabilities, benefits will also be derived for disabled members of staff, parents and visitors and reasonable adjustments will be made which affect these groups in order that they are not discriminated against and have equal opportunities to participate in school life.

Definitions

The term **disability** applies to a person when:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Equality Act, these words have the following meaning:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

The school understands that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition. There will be some overlap in processes and provision to support pupils with SEN and those defined as having a disability. Our SEND Policy sets out full details of the relevant arrangements.

Vision and Values

*“The second is this: ‘You shall love your neighbor as yourself.’
There is no other commandment greater than these.*

Mark 12:31

At St Richard’s Catholic College, we understand that every person is created in God’s image. We are therefore committed to supporting all pupils reach their fullest potential, irrespective of background or disability. We aim to create an environment in which all members of our community can contribute fully to, and derive the maximum benefit and enjoyment from, the life of the school. In order to achieve this, some pupils, staff members, parents and visitors will need additional support to overcome barriers associated with a disability.

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.

SEN Snapshots, Additional Needs Plans and Education, Health & Care Plans

When a pupil is joining St Richard’s Catholic College with a pre-diagnosed condition (be it a special educational need or a disability), or where internal assessment by the school indicates that additional support is required, the SENCO or Learning Support Coordinator will produce either an IHCP, a Pupil Snapshot or Additional Needs Plan (dependent on the individual pupil’s level of need). This involves identifying the challenges the pupil faces, completing a risk assessment (where necessary), and detailing strategies to be implemented to assist the pupil in accessing the curriculum and wider school activities. The IHCP, Snapshot or ANP is shared with relevant members of staff so that they can take account of the adjustments required and apply these evenly across the school. The content of these care plans are informed by the pupil, their parents, the school and any other specialist agencies involved and are monitored and reviewed on an ongoing basis. Where a pupil’s condition is more severe, or where the pupil fails to make the expected progress despite extra support, the school will consider whether the pupil would benefit from an assessment by the Local Authority in order that an Education, Health & Care Plan be put in place, should they so qualify.

Reasonable Adjustments

St Richard’s Catholic College will carefully consider what reasonable adjustments can be made to support the participation of all pupils in school life. This could include adjustments to physical access arrangements, specialist equipment, differentiated learning materials, adapted assessment practices, and alternative information formats. Reasonable adjustments will be made where appropriate to support members of staff with a disability and those visiting the school site in the course of school activities.

Access arrangements are provided for examinations where appropriate, in accordance with the Joint Council for Qualifications (JCQ) regulations. Access arrangements are agreed before an assessment. These allow

candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The purpose of access arrangements is to meet the needs of an individual 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'.

Promoting Equality in the School Community

Every member of the School community should be valued and respected. Through school Masses, reflections, retreats, assemblies, PSHE, philosophy lessons, and the Pastoral support system, respect and understanding for those with differences and disabilities is fostered. St Richard's Catholic College is a harmonious and positive community, where pupils and staff all work well together. All new pupils go through the same induction process and staff support the existing cohort to welcome a new pupil with a disability warmly into the relevant form group and the wider school community. Pastoral staff reinforce expectations around the use of language and any cases of bullying relating to a disability would be treated very seriously under the school's policies.

The following list briefly describes out our current accessibility arrangements:

- 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 are toilets 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, Pastoral Manager, Pastoral Support Assistants, SENCo, Learning Support Coordinator and Lay Chaplain support a range of vulnerable pupils and their families.
- First Aiders are accessible to pupils at all times of the school day.
- 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.
- MHST visits.
- Pupils who have English as an additional language are supported through weekly visits from the EAL Service and/or Bilingual Support Officers (BSOs).
- 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 are in place and shared with all staff for pupils with medical needs. This information is also shared with our canteen to ensure those pupils with additional needs such as diabetes, allergies or sensory impairments can be appropriately supported at lunchtimes.
- Staff and pupil training is provided from a range of medical professions – for example, Paediatric Specialist Nurses from the Conquest Hospital epilepsy and diabetes teams. Staff and pupil training has also been provided by the Sensory Needs Service in relation to our pupils with visual and hearing impairments.
- St Richard's Catholic College works closely with specialist services, including:
 - Sensory Needs Service

- English as an Additional Language Service
- Speech and Language Therapist
- Occupational Therapist
- The SENCO and Learning Support Coordinator work closely with these specialists to monitor progress and instigate action to ensure that appropriate accommodations are made.
- Risk assessments and personal emergency evacuation plans (PEEPs) are in place as is appropriate for each pupil.
- Adapted equipment is provided to disabled pupils in PE lessons – for example, sound-balls for visually impaired pupils.
- Adapted equipment is provided to disabled pupils in Food Tech – for example, height-adjustable worktop and sink, adapted cutting materials for pupils with fine motor skill differences, adapted cooking equipment for pupils with visual impairments.
- Adapted equipment is provided across other lessons – to give some examples: height-adjustable desks, enlarged papers, tactile materials and text-to-voice software.

The following table sets out the arrangements for increasing accessibility to the site, the curriculum and to information, and the priorities for future developments to better support those with disabilities. Progress will be regularly reviewed and Governors will approve an updated plan at least bi-annually.

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
To improve the delivery of information to pupils with SEND.	<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>	Ongoing	SENCo	<p>Pupils are able to access written materials in alternative formats.</p> <p>Information is accessed by parents/carers of SEND pupils.</p>	
To provide an effectively differentiated curriculum.	<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</p>	Ongoing	<p>LMT</p> <p>SENCo</p> <p>Learning Support Co-ordinator</p> <p>Geraldine Machin</p>	Access to the curriculum is enhanced for pupils with SEND.	

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
	<p>are made, based upon Hearing Impairment Service advice and other relevant medical evidence.</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 (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>	

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
To enable access to information for visually impaired pupils and parents/carers.	<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>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>	Ongoing	SENCo Class teachers	Information is accessible to all visually impaired pupils and parents/carers.	
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	<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>	Ongoing	Admin/Reception staff SENCo Learning Support Co-ordinator Business Manager	Safe environment during evacuation.	

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
disability or medical condition.	<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> <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.	

Targets	Actions	Timescale	Responsibility	Outcomes	Costings
<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 Learning Support Co-ordinator Kerry Tadros</p>	<p>Effective provision of access arrangements for exams and assessments.</p>	