



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Accessibility Plan

2020 - 2023

Person responsible for Policy:	Senior Leadership Team/SENCO
Committee responsible for Policy:	Finance, HR & Premises
Date To Governors:	November 2020
Date Agreed:	September 2020
Review Due:	September 2023 and every 3 years thereafter
Is this Policy to appear on school website:	Yes
Is this Policy to be displayed in Reception:	Yes

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Signed by:

Headteacher

Date:

Chair of Governors

Date:

Aims of the Accessibility Plan

This plan outlines how St Cuthbert's Catholic High School aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its students. The plan is also reviewed where the school has undergone a refurbishment.

1. The accessibility audit

- 1.1. The governing board will undertake a three-yearly Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the Governing Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Students with SEND cannot access some aspects of blended learning	<ul style="list-style-type: none"> Update blended learning policy. Increase contact between LSA's and SEN students who may be isolating. Provide parents with a video tutorial on how to access Google Classroom. All Y7 students to have a number of lessons on how to use Google Classroom. SEN students to be identified on isolation list. Return to school interviews with students to assess access. 	Blended Learning Team, SENCO, LSAs and AHT (Personal & Academic Development)	Christmas 2020	Increased accessibility to blended learning for SEN students	Summer 2021
Medium term	Not all teachers may use LSA's appropriately	<ul style="list-style-type: none"> Audit and evaluate how LSA's are used in the classroom. Offer refresher training for all staff around the effective use of LSA's. 	SENCO, AHT (Personal & Academic Development), All Teaching staff and LSAs.	By Easter 2021	Increase effective use of LSA's in lessons in order to improve outcomes for SEND students	Summer 2021
Long term	Not all students with SEND can access examinations appropriately	<ul style="list-style-type: none"> Evaluate and analyse the percentage of students with access arrangements compared to national. SENCO to complete AAA qualification. All AAA to be completed in-house. Further analysis of proportion of students with appropriate access arrangements in the next examination season. 	SENCO, AHT (Personal & Academic Development).	Course completed by Spring 2021	Students with SEND all have appropriate access arrangements and a fair attempt at public examinations.	Summer 2021

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Some ramps do not have handrails.	<ul style="list-style-type: none"> Check that those with little/no mobility can still access. Ensure incline isn't too rigorous for those with little/no mobility. If not, ensure handrails are applied. 	Site staff	Winter 2020	School is aware of any ramps that need handrails (that have too much of an incline/are not accessible for those with little/no mobility) and have installed them.	Summer 2021
Medium term	Learning environment of students with EAL may not be accessible. Information signs may not be accessible for those with EAL.	<ul style="list-style-type: none"> Ensure that important signage (toilets, emergency exits etc) use images and languages other than English that may be spoken in our community. 	Site staff, Business Manager	Spring 2021	Learning environment is accessible to students with EAL. School site is clearer, safer and more accessible to those with EAL.	Summer 2021
Long term	School isn't equipped to support those with hearing difficulties in some areas.	<ul style="list-style-type: none"> Install an induction loop in key areas such as reception, and The Hall. 	Site staff, Business Manager	Summer 2021	School buildings are more accessible for those with hearing difficulties.	Summer 2021

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Some information isn't clear for those with EAL	<ul style="list-style-type: none"> Ensure all information on the website, and sent home is offered in other languages. 	AHT (Personal & Academic Development).	Spring 2021	All information is clearer for those with EAL.	Summer 2021
Medium term	Leadership are unsure if staff are confident in communicating with parents.	<ul style="list-style-type: none"> Consult and share EEF study on communicating with parents with staff. Provide some INSET training on communicating with parents. 	AHT (Personal & Academic Development) and ICT manager.	Spring 2021	Staff communicate with parents effectively in all situations	Summer 2021
Long term	Some areas of the school website are not accessible to children with SEND	<ul style="list-style-type: none"> Audit of website. 	AHT (Personal & Academic Development), SENCO and Communications Manager.	Summer 2021	Website is fully accessible	Autumn 2021