

ST JAMES' CATHOLIC HIGH SCHOOL

ACCESSIBILITY PLAN 2018-2021



Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2015: 0 to 25 years. This will be reviewed every three years by the Policy & Practice Committee of the Governing Body.

Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2015)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2015)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2015)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2015)

The Accessibility Plan should be read in conjunction with-

1. The Admissions policy.
2. The Equality and Diversity Policy.
3. The Behaviour Policy.
4. The Special Educational Needs policy.
5. The SEND Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2015)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2015). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

<p>Current position</p> <ul style="list-style-type: none"> • The school building is fully accessible for pupils with physical difficulties. • The outside play areas are flat and almost completely accessible to wheelchair users • There are two toilets for disabled pupils. • Mainstream Teaching Assistants support a range of pupils- delivering learning and therapy programmes. • The school is generally well-equipped with a range of learning aids and specific equipment. • The Learning Mentor supports a range of vulnerable pupils and their families. • Recent training has taken place in SEND, and there are a high number of trained first aiders. 				
<p>The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.</p>				
Objectives	Tasks	Resources	Lead	Monitor
To improve accessibility for VI pupils	Ensure lighting in classrooms and corridors is adequate. Use of ipads to clarify board work.	iPads Laptops	MB	MB
To improve accessibility for pupils with dyslexia	Purchase a range of acetate coloured slides, tinted paper and a range of writing tools. Training by SENCO on meeting the needs of students within the classroom	£50 INSET	MB MB	MB PM
To ensure that any building improvements support pupils with VI.	When decorating and carpet colours are chosen the need for clear contrasts will be addressed.	Consideration at time of tendering.	HB	Governors Resources committee
To ensure building improvements support	Medical room to provide space for physio and easy access for pupils.	Consideration at time of tendering.	SG	Governors

pupils with physical difficulties.	Medical coordinator to use the room as a base for medical provision.		RM	PM
Ensure premises is accessible for visitors with physical difficulties.	Provide a designated disabled parking space.	£100	PK	Governors
To support writing for pupils with physical difficulties	Purchase sloping boards, grip pens etc.	£180 £80	MB	MB
To ensure that all staff have a clear understanding of the SEND Code of Practice 2015	Training provided by the SENCO in INSET and through regular staff meetings.	INSET	MB	PM
To ensure all staff are trained to support pupils with ASD.	Training is provided by SENCO and by outside agencies such as Behaviour Support Team and ADAPT.	INSET	MB	PM
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.	INSET, staff meetings	SC SC	MB MB
To ensure that staff are trained to support pupils with physical needs.	Purchase and update training for TA staff	£150 annually	CR	LA physio
To ensure that staff are trained to support students with emotional needs	Staff are trained by BSS in 'Planning for Behaviour'. Support and information is given to staff on an on-going basis.	Briefings Observations	BSS teacher MW	MB

Monitoring

The performance of individuals continues to be monitored on a ten weekly basis through progress meetings with the Faculty Line Manager. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with Faculty Leaders.

The Headteacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

Policy Owner: SENCO

Reviewed by Governors May 2018

Due for Review May 2021