

OUR LADY'S
CATHOLIC
HIGH SCHOOL



Accessibility Plan

Approved by: QoE Committee **Date:** June 2021

Last reviewed on: June 2021

Next review due by: June 2024

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1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our Lady's Catholic High School is committed to the practice of equal opportunities and the concept of equality is embedded throughout all school practices and policies.

In line with our mission statement the worth of each individual lies at the heart of our Equality Policy:

“Our Lady's Convent High School enables all in our school community to achieve their highest potential and prepares our students to become compassionate and caring citizens, aware of their global responsibilities.”

The school's aim is to provide for all students, irrespective of ethnic origins or ability, enabling each one to fulfil their learning potential with education that meets their needs, on occasion, this may result from positive discrimination. Students are valued for themselves and the school is a place where the dignity and capacity of each person is respected.

The school will promote the principles of fairness and justice; all members of the school community, students, parents/carers, visitors, governors and staff will be treated with equal respect and provided with opportunities to achieve.

As a Roman Catholic school, our policies and procedures follow guidelines from the Westminster Diocese and current legislation which are also included in the school development plan, self evaluation review, the school prospectus and website

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility Policy

The Disability Discrimination Act 2005 requires schools to have in place and to implement a Disability Equality Scheme, to make reasonable adjustments to ensure disability equality, and to plan strategically to increase access to school over time.

In line with our mission, the school will endeavour to ensure:

- Any person with disability, whether student, staff, parent or other person with a role in or connected with the school is not treated less favourably than others;
- All reasonable adjustments will be made for people with disability where necessary.

Disability is more widely defined in this Act and requires the adoption of a social approach to dealing with disability. In practice, this involves:

- The need to take proactive approach in identifying disability, in promoting disability equality and in making reasonable adjustments accordingly;
- The need to recognise that the way in which staff and others are able to identify and handle a student with disability is crucial in ensuring that any potential disadvantage is removed;
- The need to obtain and take account of the views of disabled students, their carers and staff where appropriate, in identifying priority actions within the school improvement plan;
- The value of working on this issue with students, staff and parent/carers, and providing training where appropriate.

Our Accessibility Plan aims to:

- To establish all reasonable steps will be made to ensure the school building and its grounds are fully accessible to staff, students, visitors, parents/carers with a disability. This will include workshops, changing facilities, classrooms, specialist facilities, toilet and dining facilities. All emergency exits and fire evacuation routes will be accessible.
- The school will take all reasonable steps to ensure that students and staff with short term mobility problems are able to access all school facilities.
- Continually improve the awareness and approach of staff and students and regularly monitor the implementation of the plan.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Aim: Increase access to the curriculum for students with a disability</p> <p>Current good practice <i>(Include established practice and practice under development)</i></p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students. • We use resources tailored to the needs of students who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all students, including those with a disability. • Targets are set effectively and are appropriate for students with additional needs. • The curriculum is reviewed to ensure it meets the needs of all students. 				
Ensure the school meets current good practice guidelines across all departments	Curriculum access is evaluated across departments	Heads of Department	2023	Current good practice standards are met
<p>Aim: Improve and maintain access to the physical environment</p> <p>Current good practice <i>(Include established practice and practice under development)</i></p> <p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays 				

<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 				
Identify any shortcomings or barriers to accessibility within the physical environment of the school	A school inspection / audit	Business Manager	2022	Actions are undertaken to address any shortcomings / barriers
<p>Aim: Improve the delivery of information to students with a disability</p> <p>Current good practice <i>(Include established practice and practice under development)</i></p> <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 				
Ensure the school meets current good practice guidelines across all departments	Communication methods are evaluated across departments	SENCO	2022	Current good practice standards are met

4. Monitoring arrangements

- This document was reviewed in April 2021.
- This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
- It will be approved by the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality Policy
- Inclusion Policy
- Health and safety policy
- Safeguarding Policy