

# Accessibility Plan



**ST MARY'S  
COLLEGE**

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# 1. Aims

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 pupils without discrimination of any kind.

St Cuthbert's RC Academy Trust is committed to equal opportunities and aims to provide fully inclusive access to a high-quality education for all of our students. We will provide a friendly, secure and safe environment for all where every student has the opportunity for full involvement in school activities and extra-curricular life.

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.

The school supports any available partnerships to develop and implement the plan. We are part of the St Cuthbert's Catholic Multi Academy Trust.

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 pupils, parents, staff and Directors of the school.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>Strategic deployment of inclusion team by the SENCO.</i></p> <p><i>Adaptations to timetables allows safe movement and access to a range of therapeutic programmes and specialist equipment.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Leading programme of inclusion sport / adaptations made for extracurricular access where necessary.</i></p>	<p><i>Ensure appropriate adjustments are reviewed and developed for pupils across the curriculum and in all year groups including post 16, with routine feedback from key stakeholders.</i></p>	<p><i>Review Quality Assurance systems for monitoring the consistency of experience for pupils with a disability.</i></p>	<p><i>EBe</i></p>	<p><i>Ongoing</i></p>	<p><i>A robust evidence base is available to demonstrate the consistency of curriculum experience.</i></p> <p><i>Any adjustment to need is responded to quickly and effectively.</i></p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of students/staff as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor / Door width</li> <li>• Automatic doors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Personal Management Room</li> <li>• Adapted furniture</li> <li>• Highly visible markings</li> </ul>	<p><i>Maintain access to all relevant areas to meet the needs of those with a disability. Where any new requirements emerge ensure that they are effectively met and maintained.</i></p>	<p><i>Regular audit of provision and need. Full assessment undertaken for anyone new to the organization or with a newly identified disability.</i></p>	<p><i>STe</i></p>	<p><i>Ongoing</i></p>	<p><i>The environment remains adapted to the needs of students/staff in all areas.</i></p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• TA support</li> </ul> <p><i>Our onsite team includes professionals from IPaSS.</i></p>	<p><i>Ensure that the school website provides good access to relevant information for pupils and families.</i></p> <p><i>Ensure that new building includes appropriate signage to support effective communication for disabled pupils and an induction is made available to ensure confident access.</i></p>	<p><i>Website review.</i></p> <p><i>Update content where necessary on an ongoing basis</i></p> <p><i>Planning will focus on requirements and checks completed prior to sign off. Induction arranged with SEND inclusion team and relevant pupils.</i></p>	<p><i>EBe</i></p> <p><i>STe</i></p>	<p><i>Ongoing</i></p> <p><i>October 2020</i></p>	<p><i>Pupils and families have direct access through the website to relevant information and contacts.</i></p> <p><i>New building fully meets signage and access needs for disabled pupils and they are confident in utilizing the provision.</i></p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by Directors of the HR Committee, part of the Trust Board.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1, 2 & 3	Lifts are on a service contract	Estate Team	Actioned
Corridor access	Block A & B	Where narrow corridors exist - a one-way system is in place	Teaching staff	Actioned
Lifts	Lifts available to all upper floor teaching locations	Lifts are on a service contract	Estate Team	Actioned
Parking bays	Disabled Bays available in all parking locations	Travel Plan is currently being reviewed due to planned expansion	Chief Financial Officer	Under Review
Entrances	Mixture of manual and automatic entrances	Any new buildings to have automatic entrances	Estate Team	Under Review
Ramps	Available in all key locations	Consider access to planned new building	Project Team	Under Review
Toilets	Available in line with regulations	Ensure good provision in new building	Project Team	Under Review

Reception area	Ramp and handrails in place	Improve signage if assistance is required outside of reception area	Estate Team	Due Sept 19
Internal signage	Good signage in place	Consider new building	Project Team	Under Review
Emergency escape routes	Effective routines and procedures in place. Statutory signage in place.	Individual room signage / information	Estate Team	Due by end of 2019.