

ST PETER'S RC HIGH SCHOOL

ACCESSIBILITY POLICY

January 2019

Mission Statement

St Peter's RC High School is a community founded on mutual love and care for the individual in which the Faith of the Church underpins all our activities. Christ is our model in striving for excellence in all that we do and in valuing the unique contribution and gift of every member of our school community. St Peter's is committed to working with home and parish to enable all pupils to succeed in life.



This Accessibility Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This plan operates alongside the SEND Policy and is consistent with it in terms of principles and approaches to resourcing

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Access to the physical environment

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Notes |
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| Corridors | Can become crowded at change of lessons, restricting movement of wheelchair. | Head of Year and Teaching assistant | Pupils to leave lessons five minutes before the bell to allow them to get to the next lesson/break/lunch with clearer access. |
| Doors | Most of the internal doors are fitted with push button openings. | Monitored by Inclusion staff | Pupils are able to access the door openings independently. |
| Dining seating | Crowding and limited access to tables. | Monitored by Inclusion staff | Pupils will go to the Dining Room via an internal door. Wheelchair access at ends of tables |
| Technical subjects | Pupils cannot access cookers, sinks and specific pieces of engineering equipment. They cannot operate the footplate in textiles to enable them to fully access the lessons. | Monitored by Inclusion staff | Pupils will have full Teaching assistant support in practical subjects. Pupils will be encouraged to be as independent as they can where possible. Pupils will have the autonomy to say what assistance they need. Low level tables will be provided to enable Pupils independence. |
| PE – not in the main school building | Pupils have to cross a road at a zebra crossing to access PE and Dance. Also has to use a ramp to gain entry to the sports facilities. One to one support provided for personal care. | 1:1 Teaching assistant to meet and escort Pupils to PE or Dance | Occupational Therapist and Teaching assistant have assessed pavement and ramp risk. Teaching assistant to meet Pupils outside the pupil office to escort across the road and up the ramp. |
| Lifts | Pupils could become trapped in the lift if a fault develops. Pupils will not be able to reach the 'Call for Assistance' button. | Teaching assistant to travel in lifts with Pupils at all times unless Pupils have a buddy. | Teaching assistant to escort Pupils every time lift is used |

Ensuring inclusion in the wider curriculum

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Notes |
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| TRANSPORT TO AND FROM THE VENUE | <p>Does the vehicle have space for the pupils to access the seats, including space for manual transfers and support?</p> <p>Is specialized transport required e.g. tail lift vehicle for wheelchair, wheelchair space and clamps?</p> <p>Does the vehicle have space for all necessary equipment?</p> <p>If walking what additional strategies need to be in place to ensure pupil's safety?</p> | EV Coordinator | Refer to EV form |
| ACCESS TO THE VENUE / SITE | <p>Does the venue have parking facilities close to main entrance?</p> <p>Does the venue have level access (ramp) or stairs?</p> <p>Does the venue have level access to all rooms to be used inside?</p> <p>Are corridors wide enough and doorways and doors accessible?</p> | EV Coordinator | Refer to EV form |
| VENUE / ROOMS | <p>Are rooms to be used accessible? e.g. space for a wheelchair to navigate through.</p> | EV Coordinator | Refer to EV form |

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| | <p>If in an auditorium are there 'disabled' seating / wheelchair spaces available? Have these been booked?</p> <p>Is the seating appropriate for the pupils?</p> <p>Are there sound systems available for hearing impaired pupils?</p> <p>Are AV presentations accessible for the pupils?</p> | | |
| PERSONAL CARE NEEDS | <p>Does the venue have an accessible toilet / bathroom?</p> <p>Does the venue have appropriate changing facilities for this age of pupils?</p> <p>What equipment and resources should be taken? e.g. pads, wipes etc</p> <p>Who is named to support the pupils in the bathroom?</p> | EV Coordinator | Refer to EV form |
| MEDICAL NEEDS (including emergency protocol) | <p>Have copies of medical protocols (including emergency protocols) been provided?</p> <p>Who is named to deliver the medical protocols on the trip?</p> <p>How is medication and equipment to be transported?</p> <p>How is medication and equipment kept safe?</p> | EV Coordinator | Refer to EV form |
| EMERGENCY EVACUATION | <p>Is there a copy of the venue's general emergency evacuation plan available?</p> <p>Does the venue have an emergency evacuation plan for people with disabilities?</p> | EV Coordinator | Refer to EV form |

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| | <p>What additional strategies need to be in place for these pupils?</p> <p>Have staff been fully briefed on their roles in an evacuation?</p> <p>Who is named to support the pupils in the event of an emergency?</p> | | |
| EATING FACILITIES | <p>Is there level access to dining facilities?</p> <p>Are tables and chairs of appropriate height?</p> <p>Is the cutlery appropriate?</p> <p>Do the pupils require specially prepared food? e.g. pureed, gastrostomy.</p> <p>How is pre-prepared food to be transported?</p> <p>Do the pupils require support with eating?</p> <p>Who is named to support the pupils?</p> <p>Are there any foods / drinks that should be avoided due to allergies or dietary preferences?</p> | EV Coordinator | Refer to EV form |
| RESOURCES REQUIRED | <p>Have all weather conditions been considered?</p> <p>Might the pupils need extra clothing, a sun hat, a raincoat etc?</p> | EV Coordinator | Refer to EV form |
| SUPPORT | <p>What level of support do the pupils require during different situations / activities? e.g. 1:1 bathroom support, small group curriculum support, 1:1 supervision support outdoors etc.</p> <p>Which staff are named as support for which activities</p> | EV Coordinator | Refer to EV form |

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| ACTIVITIES/ CURRICULUM ARRANGEMENT | <p>Do the pupils need any support for classroom based activities? Who is named to deliver the support? Will the pupils be taking part in any physical activities? e.g. climbing, canoeing etc. Are copies of the venue's individual risk assessments for these activities available? Have you discussed the activities with staff from the venue and how they may be adapted to meet the needs of the pupils? Are any activities not recommended for the pupils? If so, what alternatives are offered?</p> | EV Coordinator | Refer to EV form |
| MANUAL HANDLING | <p>Have predicted transfers involving manual handling been discussed with the pupil's physiotherapist? e.g. transfer to seat in coach, transfer to changing bed etc.</p> | EV Coordinator | Refer to EV form |
| SCHOOL-HOME TRANSPORT | <p>If the pupils are taken home by LA transport does the return time still allow this to happen? Are arrangements in place for parents/carers to collect the pupils on return? Are there arrangements for parents/carers to be contacted in the event of transport delays?</p> | EV Coordinator | Refer to EV form |
| COMMs | <p>Do all staff have access to a mobile phone during the trip? Have all staff ensured that their phone is fully charged and switched on?</p> | EV Coordinator | Refer to EV form |

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| | Do the staff need to have access to a walkie-talkie? | | |
| CONTACT NUMBERS | Do all staff have a full contact list that includes: all staff accompanying, the venue, school, parents/carers? | EV Coordinator | Refer to EV form |

Access to the curriculum

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Notes |
|--|--------------------------------|----------------------------------|-------|
| Do lessons provide opportunities for all pupils to achieve? <i>(Differentiated Lesson Plans)</i> | Learning Walks Observations | Curriculum ,T& L & QA leadership | |
| Are lessons responsive to pupil diversity? <i>(as above)</i> | Learning Walks Observations | | |

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| Do lessons involve work to be done by individuals, pairs, groups and the whole class | Teaching and learning styles policy Teaching strategy component within planning | Curriculum ,T& L & QA leadership | |
| Are all pupils encouraged to take part in music, drama and physical activities? | Broad and balanced curriculum | Curriculum ,T& L & QA leadership | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | Differentiated support for individuals by: Teaching staff Teaching assistant deployed in faculty | All staff | |
| Do you provide access to computer technology appropriate for students with disabilities? | SEN policy ICT policy One page profiles | SENCo Teaching assistants | |
| Teaching and learning | Teaching and Learning Policy | Curriculum ,T& L & QA leadership | |

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| Classroom organisation. and represented in lesson plan) | Lesson plans | All teaching staff | |
| Timetabling | Equal opportunities policy | Curriculum ,T& L & QA leadership | |
| Assessment and exam arrangements. | Academic, vocational routes available for pupils to suit needs. Special exam arrangements in place | | |

Access to information advice and guidance

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Notes |
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| Preparation of pupils for the next phase of education. (progression regardless of ability towards end outcomes also Transition reviews and Carrers access) | EHC reviews IAG support Transition guidance | SENCO IAG advisor Transition co-ordinator | |
| Support learners with reading difficulties | Access to read Write Gold Programme Special access arrangements for exams My Lexia, Wordshark, Toe By Toe software Reading pens, Ipads | SENCO Exams officer | |

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| Ongoing access to large print and visual aids to support learning | One page profiles Modified papers for lessons and GCSEs | SENCO All staff | |
| Clear guidance visible around to be accessible for all pupils, staff and visitors | Frequent check of signage to ensure | Site Team | |