

Accessibility plan



SS JOHN FISHER & THOMAS MORE
~ Roman Catholic High School ~

Approved by:	David Swarbrick	Date: January 2023
Last reviewed on:	January 2023	
Next review due by:	January 2025	

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

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

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

Each person is unique, with God-given talents, and inspired by the example of the Gospel we aim to treat each person with the same dignity and respect. This simply means that all members of the community and visitors to our community will be treated equally irrespective of age, gender, colour, religion, social class, ethnic origin, disability, cultural heritage, family origin, sexual orientation, gender re-assignment, pregnancy/maternity. Where societal or perceived barriers exist that prevent individuals from achieving their potential, including explicit or implicit discrimination, it is the responsibility of each member of staff to overcome those barriers. Staff are entrusted to lead the way in fulfilling this duty and to set an example for all pupils. Our school will not accept words or actions which display prejudice against individuals due to the categories listed above. Nor will it accept glass ceilings on achievement for those who experience disadvantage or exceptional talent. Our task is to break down perceived glass ceilings where they exist and to try to break down any barriers, we can to help children fulfil their potential.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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.

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 of 2010 replaced the Disability Discrimination Act of 1995 and covers education in section 6. Fisher More has 3 key duties towards disabled pupils: -

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage
- To draw up plans to show how over time, we will increase access to education for disabled pupils.

This policy sets out proposals of our school to increase access to education for disabled pupils.

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.

All schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities.

What defines 'reasonable' adjustments?

In determining what is reasonable the school will have regard to: -

- The financial resources available to the school
- The costs of any particular alteration to the premises, staff arrangements, or special equipment required.
- The practicality of making reasonable adjustments
- The extent of which aids and services will be provided.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The school offers a board and balanced curriculum for all pupils which is adapted for pupils who require additional support</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include enlarged text, subtitles on videos, visualiser, CPen readers, coloured overlays, tablets/laptops, radio microphone etc</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>To complete curriculum audit of range of accessible resources for disabled pupils.</p> <p>Use existing data to identify difficulties experienced by pupils with SEN/disabilities</p> <p>Provide individual or group support to pupils to improve numeracy and literacy skills</p>	<p>Curriculum reviewed</p> <p>Quality assurance of subject's curriculum and its implementation through learning walks, book scurinties and pupil voice</p> <p>Data drops and analysing of data</p> <p>PLP review days and EHCP annual reviews</p> <p>After school sessions arranged for targeted pupils</p>	<p>JWO/Subject leaders</p> <p>Subject leaders, teachers, SENCO and TAs</p> <p>Teachers, SENCO and TAs</p> <p>ATH, SENCO and teachers</p> <p>SENCO and teachers</p> <p>SENCO, teachers and TAs</p>	<p>Improved knowledge and awareness of staff</p> <p>Seamless provision for SEN/disabled pupils.</p> <p>Raised achievement for pupils</p> <p>Improvement in levels of achievement</p>

Aim	Current good practice and practice under development	Objectives	Actions to be taken	Person responsible	Success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Training to be provided for SEN and pastoral staff on safe moving and assisting of pupils with a physical disability</p> <p>All areas of the school site to be accessible to all without the need to go outside.</p>	<p>Training course to be arranged</p> <p>Additional internal ramps and lift to be installed as part of expansion project</p>	<p>SBM</p> <p>SBM/ architects</p>	<p>Knowledge and practical ability of all SEN and pastoral staff in the safe ways to assist movement of pupils with a disability around school.</p> <p>The need to go outside of the building to access areas of the school is completely removed.</p>

Aim	Current good practice Include established practice, and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Radio microphone • Visualisers • Subtitles on video clips • Pictorial or symbolic representations • Tablets such as I-pads • Making parents aware of alternative formats in receiving information, should this be requested • Modifying resources for pupils according to need • Laptops • Coloured overlays • CPen readers for Dyslexia 	<p>Internal signage to be improved</p> <p>Software purchased to help students understand complex texts by simplifying and rephrasing them in a way that is easier to comprehend</p> <p>TA to be trained to deliver sign language</p>	<p>Investigate types of signage required. Source and exhibit signage.</p> <p>Purchase relevant software such as 'rewordify'</p> <p>TA beginning CPD</p>	<p>SENCo/SBM</p> <p>ATH,THoo</p> <p>RBow,JFI</p>	<p>Signage displayed in school is accessible by all.</p> <p>Barriers to learning associated with the delivery of written information are mitigated. Some students use ICT to support learning.</p> <p>Barriers to language within the classroom are removed</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 reviewed by the SENCO

It will be approved by Pupil Welfare Committee

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
- SEND policy
- Supporting pupils with medical conditions policy