

Accessibility plan

Cardinal Wiseman Catholic School



Approved by: governing body and Headteacher

Date: 5/7/2021

Last reviewed on: July 2021

Next review due by: July 2024

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

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.

Part of our vision at Cardinal Wiseman is to ensure that every child is enabled to make progress and participate fully in the life of the school, in line with our Catholic values of compassion and generosity, and the Wiseman virtues. We endeavour to build anticipatory capacity to reduce the extent to which students are disadvantaged by Special Educational Needs and/or disabilities, so that they all students can fulfil the mission of Omnia Pro Christo, (All For Christ). This plan outlines how we intend to build that anticipatory capacity over time, as part of our commitment to equal opportunities.

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, the complaints procedure sets out the process for raising these concerns.

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. This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	OBJECTIVES	ACTIONS	WHO AND WHEN
Increase access to the curriculum for pupils with special educational needs and disabilities.	<p>Integrate opportunities for nurture into provision for higher needs pupils whose prove unable to integrate sufficiently access some or all of the curriculum.</p> <p>Ensure that higher need students remain</p>	<p>Deliver entry-level courses in English and Maths, for students at risk of not grading in the GCSE for these subjects.</p> <p>Research, explore and establish ways of creating opportunities for functional and/or vocational skills into provision.</p> <p>Research/Explore how the new funding model can secure alternative provision (on-site or elsewhere), for higher need students.</p>	<p>SEN Teacher (DQ), Autumn 2021-Summer 2022</p> <p>SENCO, options for this established by summer 2022</p> <p>SENCO, options for this</p>

	<p>engaged with their curriculum pathway.</p> <p>Establish broader KS3 academic intervention</p> <p>Increase identification of SEN in KS3</p> <p>Identify where curriculum remains inaccessible for students with EAL</p>	<p>Meet with subject teachers regularly to review the adjustments required for higher need students.</p> <p>Observe lessons to monitor the effectiveness of adjustments for higher need students, and deliver CPD to teaching staff as needed to ensure they are able to make the necessary adjustments.</p> <p>Establish the role of the new SEN Teacher</p> <p>Collaborate with English and Maths departments to identify groups of students and provide additional support for reading and numeracy.</p> <p>Establish role of Assistant SENCO, to carry out further testing.</p> <p>Analyse assessment data</p> <p>Assess language proficiency for selected individuals</p> <p>Provide additional language intervention</p> <p>Create learning plans for students with EAL</p>	<p>to be established by summer 2022</p> <p>SENCO, ongoing</p> <p>SENCO, by Oct 2022</p> <p>SEN Teacher, Autumn 2021 to initiate, then ongoing</p> <p>SENCO, by Sept 2021</p> <p>Ongoing</p> <p>SEN Teacher, ongoing</p> <p>SEN Teacher, ongoing</p> <p>SENCO, ongoing</p>
<p>Improve how students and their parents can advocate for SEN.</p>	<p>Develop the engagement of parents of students with Special Needs and Disabilities</p>	<p>Establish a parent group, who can meet regularly at school coffee mornings to advocate for SEND pupils and their provision, (collectively)</p> <p>Increase offers of Early Help Assessments to parents of students with SEND</p> <p>Ensure that information about SEND is easily accessible on the website, by creating and SEND section.</p> <p>Make more explicit on students Learning Support Plans when specific content is from parental input.</p>	<p>Assistant SENCO, ongoing from summer 2021</p> <p>Assistant SENCO and SENCO, ongoing from summer 2021</p> <p>SENCO ICT Technician, before Sept 2021</p> <p>SENCO, from summer 2021</p>

	<p>Increase the influence of pupil voice from students with SEND.</p>	<p>Establish feasibility of translating a sample selection of material from key documents on the website</p> <p>Establish which key docs require alternative versions/formats</p> <p>Ensure that the next accessibility plan includes parents' input.</p> <p>Ensure that SENDIASS is promoted on the school SEN Information Report</p> <p>Identify specifically on support plans, where support is needed for homework.</p> <p>Establish an SEN student council.</p> <p>Conduct termly questionnaires with students with SEN.</p> <p>Ensure that the next accessibility plan includes students' input.</p> <p>Increase the representation of students with SEN on the school council.</p> <p>Involve students with SEND in future interview processes.</p> <p>Establish procedure for checking visual access when messages are sent.</p>	<p>SENCO, from Sept 2021</p> <p>SENCO, from Sept 2021</p> <p>SENCO, by 2024</p> <p>SENCO, by Summer 2022</p> <p>SENCO, ongoing</p> <p>Assistant SENCO, by Oct 2021</p> <p>Assistant SENCO, ongoing from Sept 2021</p> <p>SENCO by 2024</p> <p>Assistant SENCO, by Christmas, 2021</p> <p>SENCO, by Easter 2022</p> <p>Assistant SENCO, by Christmas, 2021</p>
<p>Improve the physical environment available to students with SEND during unstructured time.</p>	<p>Establish a designated outdoor space available to students who choose to spend unstructured time in the LSC.</p> <p>Make the LSC more sensory-friendly</p>	<p>Organise the purchase and fitting of AstroTurf, fencing, and several picnic tables.</p> <p>Purchase appropriate furniture for the LSC Rooms.</p>	<p>Head-Teacher and/or site manager, by Summer 2022</p> <p>Head-teacher and SENCO, by Christmas 2021</p>

		Display wall-art in the SEN rooms and corridor	
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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 the SEN governor and the headteacher.

5. Links with other policies

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

- Equality policy and objectives
- Special educational needs (SEN) information report
- SEND policy