



Accessibility plan

Cardinal Wiseman Catholic School

Approved by:
governing body and
Headteacher

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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
<p>Increase access to the curriculum for pupils with special educational needs and disabilities.</p>	<p>Integrate opportunities for functional skills and/or nurture into provision for higher needs pupils who prove unable to integrate sufficiently access some or all of the curriculum.</p> <p>Ensure that higher need students remain engaged with their curriculum pathway.</p>	<p>Develop capacity in the SEND department to deliver entry-level courses in English, for students at risk of not grading in the GCSE for these subjects.</p> <p>Collaborate with Jericho House to ensure provision there is able to meet outcomes from EHCPs and SSPPs.</p> <p>Develop functional outcomes for higher need students, which can be incorporated into mainstream lessons, and support teaching staff in adjusting reasonably to deliver these. Deliver CPD to teaching staff on this</p> <p>Consult with the Speech and Language Therapist to incorporate provision for the development of Speech and Language into KS3 functional skills provision</p> <p>Develop the use of online platforms to develop the functional skills of students with higher levels of SEND.</p>	<p>HLTA and SENCO, by Summer 2025</p> <p>SEND Department, by Summer 2026</p> <p>SENCO and SEN Teacher, by Summer 2025</p> <p>SENCO and HLTA, by summer 2025 ongoing</p> <p>SENCO and HLTA, ongoing</p>

	<p>Ensure that teachers are able to make the necessary adjustments to reduce cognitive load for students with SEND to make the curriculum accessible.</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>Deliver CPD and observe lessons to monitor the impact of this.</p> <p>Create Pupil Passports for students with EAL when necessary.</p> <p>Provide speaking and listening support when appropriate, alongside online EAL learning.</p>	<p>SEN Teacher and SENCO, ongoing</p> <p>SENCO and SEN Teacher</p> <p>SENCO and SEN Teacher, ongoing</p> <p>TAs, 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>Increase the frequency of Pupil Passport review, ensuring high quality parent and pupil voice within this.</p> <p>Ensure that Pupil and Parent voice informs review of the SEND information report.</p>	<p>SEND Department, ongoing</p>

		<p>Establish positive parent-school partnerships for students with SEND leads to behaviour and/ or attendance which compromises their integration in our school.</p> <p>Ensure that high need students and their parents are able to articulate functional skills outcomes and how they relate to post-16 destination.</p>	<p>SENCO and SEN Teacher (and class teachers) by summer 2025</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 Hub</p> <p>Make the Hub more sensory-friendly.</p> <p>Ensure clear collaboration between Jericho House and the SEND Hub enables positive transitioning between the two settings during the day for students with SEND.</p>	<p>Organise the purchase and fitting of AstroTurf, fencing, and several picnic tables.</p> <p>Purchase appropriate furniture for the Hub Rooms, especially if there is any restructuring/ repurposing of the Hub area and Zion.</p> <p>Schedule increased SEND presence in Jericho.</p> <p>Liaise with SLT and designated Jericho staff.</p>	<p>Head-Teacher and/or site manager, by Summer 2026</p> <p>Head-teacher and SENCO, by Summer 2026</p> <p>SENCO, by Spring 2025</p> <p>SENCO, from Autumn 2024</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 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