



Accessibility Plan 2021-2024

INTRODUCTION

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This Accessibility Plan applies to the whole school for the period September 2021 to September 2024.

The Governing Body continues to focus on its three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- To plan to increase access to education for disabled pupils. This Plan sets out the strategies of St Patrick's Catholic College to:
 - Increase the extent to which disabled pupils can participate in the School curriculum;
 - Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services; and
 - Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Plan will also consider ways to assist pupils with special education needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education. St Patrick's Catholic College regards such responsibilities as equally important, and is therefore committed to a whole school approach aimed at inclusion.

THE PURPOSE OF THE PLAN

St Patrick's Catholic College are committed to, and striving for, equal opportunities and inclusion for all. This Plan is just one way in which the School will work continuously to achieve this.

PUTTING THE PLAN INTO PRACTICE

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The following information therefore provides:

- a statement of current provision for accessibility;
- a plan of actions and goals to achieve enhanced accessibility;
- how the Plan will be implemented; and
- how the Plan will be evaluated.

STATEMENT OF EXISTING PROVISION AND RECENT DEVELOPMENTS

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum:

- Close liaison between personal carers, pupils, parents and teachers · Risk assessments and reconnaissance trips arranged prior to all school outings and residential.
- Curriculum differentiated by task and outcome.
- Staff understanding of the importance of differentiating in terms of teaching style · Liaison with external agencies e.g. educational psychologists; health officers and therapists.
- Individual Support Plans in place.
- Special arrangements made for internal exams and GCSEs.
- Pastoral care available.
- Screening and diagnostic assessment where necessary for SEN.
- Specialist tuition provided for pupils with SEN.

Carers of pupils who are wheelchair users encouraged to be proactive in ensuring inclusivity and constant improvements in terms of access to the curriculum and personal development

2. Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services:

- Wheelchair access to main reception.
- Audible fire alarm.
- Ramps.
- Disabled parking space at main reception.
- Lifts.
- Buildings fully compliant with Building Regulations.
- Evacuation chairs for disabled persons.
- PEEPs produced for all pupils with mobility problems

3. Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are not disabled or have SEN:

- Use of ICT to enhance documents.
- Use of pupil's own enhancement equipment.
- Entrance exam papers to be offered in larger script and/or on coloured paper if required. · Where there are hearing difficulties, consultation with LEA with regard to the use of listening devices and microphones for teachers/pupils.
- School responds to requirements for public exams as detailed in reports for individuals.

Identify Actions and Goals

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> Monitor and review the agreed policy for identifying, assessing and supporting pupils with SEND, as set down in the SEN Policy, Staff Handbook and the Disability Policy. 	<ul style="list-style-type: none"> Evaluation and review of the policies. 	<ul style="list-style-type: none"> Evaluation and review of policies by Head of Pupil Support. Need to discuss with Inclusion Coordinator re statistical method of evaluating success rate of pupils with SEND 	<ul style="list-style-type: none"> Annually in terms of departmental development plan Policy reviewed officially as <ul style="list-style-type: none"> agreed By 2019 evaluation method to be agreed and implemented 	<ul style="list-style-type: none"> Policies reviewed annually. Agreed whole School approach. Success rate of pupils with SEN or disability. <p>Statistics re value added indicate that SEN pupils making adequate progress compared to those who do not have SEND</p>
<ul style="list-style-type: none"> Identify pupils who exhibit characteristics associated with disability or special educational needs 	<ul style="list-style-type: none"> Screening for SEN of pupils entering the School. Further diagnostic testing if required using standardised norm referenced and diagnostic tests. Use of application form to identify such pupils. 	<ul style="list-style-type: none"> Trust Lead of Vulnerable Learners INSET on identification by staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Staff confident to help Inclusion Coordinator to identify those with specific needs Register of pupils with characteristics associated with SEND assessment reports and advice on individual support available Staff and School fully aware and equipped to teach such pupils on entry.

<ul style="list-style-type: none"> • Maintain and encourage links between all parties: child, parents, school and external agencies where appropriate 	<ul style="list-style-type: none"> • Communication with parents before and after assessments with regard to results and the support required • Annual reviews, Parents • Evenings and informal discussions to review and evaluate effectiveness of individual support 	<ul style="list-style-type: none"> • Trust Lead to coordinate 	<ul style="list-style-type: none"> • Ongoing 	<p>Informed and consulted parents and</p> <ul style="list-style-type: none"> • pupils <p>Parents/Pupils Information packs to</p> <ul style="list-style-type: none"> • support and complement meetings
<p>Support for pupils with</p> <ul style="list-style-type: none"> • SEN or disability. <p>Differentiated and high</p> <ul style="list-style-type: none"> • quality teaching which is supportive of those with SEND 	<p>Develop and increase</p> <ul style="list-style-type: none"> • the implementation of individual and group support. <p>Review and evaluate the</p> <ul style="list-style-type: none"> • effectiveness of individual support at requested reviews or Parents <p>Meetings with parents and pupils.</p> <p>Provide workshops for</p> <ul style="list-style-type: none"> • pupils and parents. • Provide appropriate access arrangements for internal school exams, creating a history of need. 	<p>Inclusion Coordinator</p> <ul style="list-style-type: none"> • contact with individual pupils and groups <p>Dissemination of</p> <ul style="list-style-type: none"> • information regarding needs of specific pupils to members of staff <p>Summary sheets for</p> <ul style="list-style-type: none"> • pupil support updated for SEND Handbook and general information on SEND provision. <p>Pupil Profiles containing</p> <ul style="list-style-type: none"> • further detail <p>SEN Data Base- to be</p> <ul style="list-style-type: none"> • developed/improved 	<ul style="list-style-type: none"> • Ongoing 	<p>Targeted support for pupils with</p> <ul style="list-style-type: none"> • SEN or disability. <p>Pupils with SEN or disability make</p> <ul style="list-style-type: none"> • progress in line with expectations • Involvement of parents in review and evaluation of individual support. • Pupils and parents feel informed and supported • Pupils able to access all examinations and demonstrate their knowledge and competency. Appropriate progress made • by pupils with SEND

	<ul style="list-style-type: none"> • Ensure examination boards receive comprehensive information where appropriate, and that pupils receive additional time in examinations, where appropriate, and other special arrangements as necessary, eg enlarged papers. • INSET • Handbook/Data base • Advice booklets • Lesson Observation notes to include reference to pupils with • SEND Schemes of work to include reference to appropriate schemes of work 	<ul style="list-style-type: none"> • Enhanced liaison and partnership with parents and Inclusion Coordinator • Enhanced liaison between Trust Lead, Examination Officers, Examination Boards, Subject Teachers and Parents. 	<p>By 2019 SEN information (Monitoring, Support register and access arrangements plus useful information for teaching staff) on new unifying spreadsheet or data base.</p>	
<ul style="list-style-type: none"> • Enhance awareness of inclusivity. 	<ul style="list-style-type: none"> • Review School policies. • Review School admissions 	<ul style="list-style-type: none"> • Inclusion Coordinator 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Policies demonstrate awareness of inclusivity.

	<p>policy ensuring transparent and comprehensive information on admissions procedure and equality of opportunity for entry.</p> <p>Provision of information to</p> <ul style="list-style-type: none"> pupils about disabled pupils and specific learning difficulties through PSHE and assemblies 		<ul style="list-style-type: none"> Ongoing 	<p>pupils and parents.</p> <p>Disability and learning difficulties are</p> <ul style="list-style-type: none"> covered at assemblies or in PSHE.
<ul style="list-style-type: none"> Raise staff awareness of disability and Special Educational Needs pupils Improve ease of access to information regarding pupils with specific needs, including mental health 	<ul style="list-style-type: none"> Dissemination of information at staff meetings (beginning of each term and each Monday briefing) as well as specific INSET training <p>Aim: to develop the SEN</p> <ul style="list-style-type: none"> Data base to gather all information in one place 	<ul style="list-style-type: none"> Staff Handbook for SEND Pupil Profiles and SEN data base Updates in Briefing INSET Proposed Data Base that makes access and updating easier Individual welfare Plans Mental Health Policy 	<ul style="list-style-type: none"> Ongoing <p>Ongoing</p>	<ul style="list-style-type: none"> Staff feeling comfortable in dealing with disabled or SEN pupils; raised staff awareness of individual pupil's needs. Ease of access to information regarding SEND, including mental health to enhance awareness and effectiveness of support

<ul style="list-style-type: none"> • Audit participation in the curriculum by disabled pupils and pupils with SEN. 	<p>Liaison between</p> <ul style="list-style-type: none"> • Inclusion Coordinator, Teaching assistants and teaching staff. • Use of targeted lesson observation notes which refer to pupils with SEND <ul style="list-style-type: none"> • Use of Parents meeting review Notes and also annual reviews for those with an EHCP 	<ul style="list-style-type: none"> • Persons noted. 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Increased participation and success rate of pupils.
<ul style="list-style-type: none"> • Access to teaching in chosen subjects by disabled pupil 	<p>those with EHCP</p> <p>Liaison between subject teachers, Estates Manager, Trust Lead of Vulnerable Learners and The Head Teacher. Consider access to first floor and timetabling options in different classrooms</p>	<ul style="list-style-type: none"> • Persons noted. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Full participation by disabled pupil in chosen subjects.

2 Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> Identify extent to which the School can offer a full and rounded education (curricular and extra-curricular) to pupils with physical disabilities. 	<ul style="list-style-type: none"> Prioritise and adopt recommendations from the architectural surveys 	<ul style="list-style-type: none"> Development/Property plan to enhance accessibility of site for disabled pupils (and parents). 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Property Plan regularly tabled at Committee. Increased Awareness of need of disabled pupils and parents in development plan.
<ul style="list-style-type: none"> Audit of ways in which disabled pupils may experience problems with the physical environment. 	<ul style="list-style-type: none"> Trust Lead of Vulnerable Learners to discuss with disabled pupils and teachers. 	<ul style="list-style-type: none"> Trust Lead of Vulnerable Learners and relevant teachers. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Increased access to facilities. Development plan updated accordingly to address concerns.
<ul style="list-style-type: none"> Identify requirements for personal care of disabled pupils. 	<ul style="list-style-type: none"> Assess needs and determine options. 	<ul style="list-style-type: none"> Trust Lead of Vulnerable Learners, Estates Manager and parents. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Personal care arrangements suitable for physically disabled pupils.

<ul style="list-style-type: none"> Ensure appropriate evacuation provision for upper floors 	<ul style="list-style-type: none"> Risk assessment. PEEPS where appropriate Training of relevant 	<ul style="list-style-type: none"> Estates Manager, Trust Lead of Vulnerable Learners 	<ul style="list-style-type: none"> Summer 2018 	<ul style="list-style-type: none"> Suitable evacuation procedure and facilities in place by September 2018
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	staff.			
<ul style="list-style-type: none"> • Ensure appropriate evacuation 	<p>Risk assessment.</p> <ul style="list-style-type: none"> • Single fire • evacuation chair required. Training of • relevant staff. 	<ul style="list-style-type: none"> • Estates Manager 	<ul style="list-style-type: none"> • Summer 2018 	<ul style="list-style-type: none"> • Suitable evacuation procedure and facilities in place by September 2018

3 Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are not disabled or have SEN

Targets	Strategies	Resources	Timeframe	Success Criteria
<ul style="list-style-type: none"> • Training of staff on how to provide information to disabled pupils and pupils with SEN 	<ul style="list-style-type: none"> • Dissemination to staff of information by House Captains 	<ul style="list-style-type: none"> • INSET 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Staff confident in using alternative methods of communication/presentation

(c) Implementation of the Plan

The Governing Body is ultimately responsible for ensuring the proper implementation of the Plan. On a day to day basis, however, the Governing Body will delegate:

- to the Finance Bursar, the responsibility of ensuring that, as far as is practicable, sufficient financial resources are available to implement this Plan;
- to the Inclusion Coordinator, the responsibility of ensuring that the contents of the Plan are implemented as far as is reasonably practicable;
- to the Estates Manager, the responsibility of ensuring that the actions relating to improvement of the physical environment are implemented as far as is reasonably practicable;
- to the Principal, the responsibility of ensuring that the Plan and its underlying message of inclusion is communicated to all members of staff, and that those required to undertake training are provided with sufficient time and encouragement to do so; and
- to all members of staff, the responsibility of awareness and action wherever necessary to support the ethos of inclusion.

The Plan shall be referred to in the Governors' Report, and shall be made available upon request to any interested parties.

Disability, encompassing the implementation of the School's policy towards disability and the Accessibility Plan, shall feature annually within Governors' Meetings, with the aim that each decision taken shall have due regard to the implications for disabled pupils. Trust Lead of Vulnerable Learners and SENCO to attend governors' meetings where appropriate to report on developments.

(d) Evaluation of the Plan

The Inclusion Coordinator shall be responsible for evaluating the success of the Plan and monitoring achievement against the three key elements of increased access to education. The Plan will be reviewed at least annually, and as required with experience.

In evaluating the Plan's success, the Trust Lead of Vulnerable Learners shall consider some or all of the following:

- (a) Is there evidence of greater satisfaction by disabled pupils and pupils with SEN and their parents with the provision made by the school and their participation in it?
- (b) is there evidence of greater involvement of disabled pupils in the school's daily life?

(c) are the staff confident in teaching and supporting pupils with SEN and disabled pupils with a range of needs?

(d) is there is a discernible improvement in the physical environment of the school? (e) is information for pupils available in a range of formats?

4. CONCLUSION

St Patricks Catholic College is committed to a whole school aim of inclusion, and for its approach to disability to be less of an individual plan but rather a continuous thread running through the School's plans, procedures and policies, including capital works and premises management, the curriculum, ICT, staff training and other associated services.