



# ST JAMES'

## CATHOLIC HIGH SCHOOL

### Accessibility Plan 2021-2024

Date of Adoption	June 2021
Date of Review	June 2024

**St James' Mission Statement:**

*To ensure everyone within our school **family** achieves their full potential, to encourage learning and development through **faith**, and to strive for **excellence***

**Rationale:**

St James' Catholic High School is an inclusive school, where we believe all pupils have the right to access an appropriate curriculum and enjoy every aspect of school life, regardless of any learning, physical or social disability. All pupils should have the opportunity to fulfil their potential and appropriate provision will be in place to meet the diverse needs of all learners.

**Aims:**

- To ensure all St James' pupils' physical needs are accommodated
- To make sure all staff are fully aware of pupils' physical needs and how they should respond accordingly
- To make certain that all pupils have the right to access emotional support and receive appropriate professional guidance to achieve equality of opportunity



## Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Policy & Practice Committee of the Governing Body.

## Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

## The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)



The Accessibility Plan should be read in conjunction with-

1. The Admissions policy.
2. The Behaviour Policy.
3. The SEND information report and policy.
4. The SEND Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

### The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

<p>Current position</p> <ul style="list-style-type: none"> <li>• The school building is fully accessible for pupils with physical difficulties.</li> <li>• The outside play areas are flat and almost completely accessible to wheelchair users</li> <li>• There are two toilets for disabled pupils.</li> <li>• Mainstream Teaching Assistants support pupils with additional needs.</li> <li>• The school is generally well-equipped with a range of learning aids and specific equipment.</li> <li>• Pastoral Managers and the Inclusion Manager support a range of vulnerable pupils and their families.</li> <li>• Recent training has taken place in SEND, and there are a high number of trained first aiders.</li> <li>• Key staff are trained in mental health first aid.</li> </ul>				
<p><b>The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.</b></p>				
Objectives	Tasks	Resources	Lead	Monitor
To improve accessibility for VI pupils	Ensure lighting in classrooms and corridors is adequate. Use of DfE laptops to support students in school and at home	Laptops	VB	CP
To improve accessibility for pupils with dyslexia	Continue to provide a range of acetate coloured slides, tinted paper and a range of writing tools. Regular CPD led by SEND team on meeting the needs of students within the classroom.	INSET	VB VB	CP CP
To ensure building improvements support pupils with physical difficulties.	Medical room to provide space for physio and easy access for pupils. Medical coordinator to use the room as a base for medical provision	Consideration at time of tendering.	VB VB	CP CP



To support writing for pupils with physical difficulties	Continue to purchase sloping boards, grip pens etc. Promote use of specific resources with staff and students in faculties Use of reading pens for specific students		VB	CP
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Regular CPD provided by the SEND team in INSET and through regular staff meetings.	INSET	VB	CP
To ensure all staff are trained to support pupils with ASD.	Regular CPD is provided by SEND team and by appropriate outside agencies.	INSET	VB	CP
To ensure staff are trained to support pupils with medical conditions.	Update staff CPD annually on <ul style="list-style-type: none"> <li>Asthma</li> <li>Epilepsy</li> <li>Diabetes</li> </ul> and as required in other specific conditions. Update Medical Conditions policy annually liaising with the school nurse service Continue to ensure students' medical details are current and up to date	INSET, staff meetings	VB	CP
			VB	CP
To ensure that staff are trained to support pupils with physical needs.	Ensure relevant staff are suitably trained to deliver physio etc.		VB	CP
To ensure that staff are trained to support students with emotional needs	Support and information is given to staff on an on-going basis. Suitable staff trained in specific elements of mental health and wellbeing. Ensure mental health first aiders are trained and available.		VB	CP

#### Monitoring

Students' attainment, progress, attendance and behaviour are monitored throughout the year, with information being gathered and analysed at each termly data point. SENCO and SDHT discuss data through regular link meetings to ensure all students are being monitored. This data is used to ensure inclusivity throughout the curriculum for all students.

All SEN E and SEN K students, along with appropriate SEN monitor students, are invited to an annual review conducted by the SENCO to ensure all needs are being met suitably and steps put in place to support their wellbeing and progress.

The Headteacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such



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incidents will be reported within 48hrs to the LA and will be included in the reports to governors. The governing body also checks this document on at least an annual basis.