

Ref: Accessibility Plan
Approved by Governors: November 2020
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ACCESSIBILITY PLAN



Governing Body Approval

Policy approved by:

_____ (NAME)

_____ (SIGNATURE)

_____ (GOVERNOR POSITION)

_____ (DATE)

Blessed Trinity Roman Catholic College has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. 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.

Definitions of SEND

'A child or young person has SEND 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 SEND 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND 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 School Prospectus.
3. The Behaviour Policy.

4. The Special Educational Needs policy.
5. The School 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.

Current position

Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEND team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist teachers to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being through Panel.
- Close workings with the Virtual Schools team for looked after children.

Physical Access:

- The school building is fully accessible for pupils with physical difficulties.
- The outside areas are flat and completely accessible to wheelchair users
- Wheelchair access to all buildings that are used day-to-day.
- Lifts in all buildings with multiple floors.

- 2 disabled car park spaces by the ramped entrance to the front door of the School.
- 1 drop off car-parking space.
- Disabled toilet facilities available on all floors of the main building and in the Spirit of Sport.
- Adapted/specialised furniture provided to meet individual needs.
- 4 private room spaces to enable confidential meetings to take place with SENDCo, staff and parents.
- Space for small group work and individualised work for targeted learners.
- Braille stickers on all doors used by VI pupils.
- Access issues take priority in adaptations and improvements of the learning environment.
- Some communal spaces are 'clutter-free' to facilitate easy movement around the buildings.
- Evac chairs available in school in case of emergency and Physical disability staff and lead first aider have been trained to use this.
- Hoist and sling provided in disabled toilets and all staff working with Physical disability pupils have been trained on this.
- All teaching assistants and Sendco Manual handling trained.

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Text messaging and emails to parents

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with Miss Jo McCue (Sendco) and her team of lead teaching assistants.

The Assistant Head teacher Miss Jo McCue (Sendco) maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination and reports this to the Head teacher, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the LA and will be included in the report to governors. The SEND Governor will check this document annually.