



Hagley Catholic High School
Part of the Saint Nicholas Owen Multi-Academy Company

Accessibility Plan

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Hagley Catholic High School

Introduction

The Equality Act (2010) states that reasonable adjustment must be made in relation to disability.

Definition of Disability:

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- Judging the impact of long term adverse effects on normal day to day activities

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

Factors that might reasonably be expected to have a substantial adverse effect include:

Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;

Persistent distractibility or difficulty concentrating

Difficulty understanding or following simple verbal instructions

Physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

This plan sets out the proposals of the Academy Committee to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Hagley Catholic High School

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

All pupils have a right to an education that allows them to flourish and to be able to maximise their potential. We fully uphold the ethos that any pupils, at any given time, may require, for one reason or another, some additional learning support. We are an inclusive mainstream academy high school which welcomes all pupils with a range of special educational needs and disabilities (SEND). The Learning Support Department, works to all obligations and guidance as outlined in the 2014 SEND Code of Practice. Fundamental to this is that ALL teachers are teachers of SEND, and therefore provision is high quality teaching first.

However, we fully acknowledge that many of our pupils require more targeted and personalised support / intervention in some area(s) of their curriculum and therefore we use a graduated 'whole school, whole child' approach.

In addition to this we acknowledge that the umbrella of Learning Support is wide and that any pupil at any point may require some additional learning support for any reason. Such pupils may not be included on our SEND Register but may and often will, require support and intervention and this information is disseminated to staff via the Additional Learning Support Register

The school will provide all facilities and support to enable children with disabilities to participate fully in every aspect of school life. We will ensure that measures are put in place to fulfil all requirements of the curriculum.

The school is committed to providing equal opportunities to all children.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Improve the infrastructure and physical facilities for children with disabilities
- Continue to provide support to the families of children with disabilities through excellent communication and liaison to overcome barriers
- Strive to improve inclusion in all aspects of school life including physical education and off-site visits
- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities

1B: Information from pupil data and school audit

Comprehensive data is held for the pupil population. This is sought from intake documentation, visits to feeder schools and liaison with families and healthcare professionals. Information is subsequently updated on an annual basis or as circumstances change. For a detailed description of the information sought and held by the school, see the procedure for **Supporting Students with Medical Conditions**.

Where a pupil requires additional support, they have an Individual Health Care Plan, detailing the type of support and procedures to be followed in normal and emergency circumstances. This IHCP is shared with relevant staff and training is provided to those staff where appropriate.

The school acknowledges that the Disability Discrimination Act may be applicable to a broad spectrum of people and not just those with physical disabilities. Every effort is made to identify those who need additional support for both physical, cognitive and other impairments, and provide the appropriate level of support or intervention.

An access audit has been completed to ensure that Hagley Catholic High School are compliant with all current legislative and other requirements, including:

Disability Discrimination Act, 1995

Building Regulations, 2010. Access to and use of buildings

BS 5395-1: 2000 Code of Practice for stairs, ladders and walkways

BS 5588-8: 1990 Code of Practice for means of escape for disabled people

BS 5655-6: 1990 Code of Practice for selection and installation of lifts and service lifts

BS 6180: 1999 Code of Practice for barriers in and about buildings

BS 6440: 1999 Code of Practice for powered lifting platforms for use by disabled persons

BS 8300: 2001 Code of Practice for design of buildings

In addition, a Safeguarding Audit by an external contractor has been conducted to ensure that all requirements are met in terms of the schools' ability to fulfil the curriculum for those with disabilities, and the support offered to pupils with medical conditions.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Improve the speed in which the information relating to disabilities and medical conditions is entered on to SIMS
- Ensure that care plans are available for all students before they start in year 7

Hagley Catholic High School

1C: Views of those consulted during the development of the plan

The school has developed the plan and will liaise with the SEN coordinator and SLT before its approval and implementation. Further consultation will take place as described below. The consultation process will be documented and changes made to the plan following consultation will be detailed in this section. The school sets itself a deadline of the end of the academic year 2016/17 to carry out a full consultation on the plan and detail responses in this section.

The school has set the following priorities in respect of consultation on the plan:

- The school will consult with students to whom the plan is applicable on a regular basis, at least annually as it is reviewed.
- Parents of students with disabilities will be consulted with on the development of the plan (areas specific to their child's needs)
- The plan will be reviewed and updated as changes occur. These changes may include changes to the school population and the disabilities of children within that population, changes to legislative requirements, the National Curriculum or the infrastructure of the school.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Consideration is given to any pupils who may experience difficulty in accessing classrooms on a different level as outlined in the School SEND Policy. A differentiated procedure during any fire drill is also in place with a separate meeting place for any pupils who may find it difficult to assemble on the school field e.g. using crutches to support mobility.

A differentiated programme of support is in place for some pupils who may not fully access the PE curriculum, and a programme to help support pupils recovery has also been put in place.

LSA support is available for pupils in lessons with decreased mobility and a nominated member of the PE department liaises with the SENCo for any differentiated activities in lesson or in extra-curricular activities. Where required LSA support has been provided for pupils to access a residential trip and risk assessments for all activities are carried out beforehand.

The school has set the following overall priorities for increasing curriculum access:

- Development of a SEND Toolkit to provide training for all staff of all needs of any pupils within school
- Continued consideration of rooming for pupils with medical and / or sensory needs
- Regular liaison with SENCo, Facilities Manager and Lead First Aider
- Updated CPD with all staff working with pupils with specific needs e.g HI team, School Nurse Epi-Pen training
- The SENCo, in liaison with staff, ensures Access Arrangements are in place for pupils with additional needs e.g use of a reader, scribe, extra time, prompt, rest breaks etc ... To ensure this is best practice for pupils this is in place for all tests, timed essays etc...

Half-termly the SENCo meets with the SNOMAC SENCos and a full additional transition programme is in place for those who may require it. We draw on the expertise of outreach agencies, for example: speech and language specialists, educational psychologists; HI / VI Teams, CCD Team, MET, Chads Grove. Further information in relation to this is detailed within the school's SEND policy

This information is disseminated to all staff in a variety of formats to ensure we maintain our policy that 'All teachers are teachers of SEND.' Our Learning Support Register provides a brief summary of pupils' needs & key additional information. Further, more detailed information, (inc suggested teaching strategies) is provided in:

- Whole Year Group Pupil Profiles (ALL SEND Register)
- Individual Learning Support Plans (SEND Support only to be disseminated to departments & updated termly)
- SIMS & Staff Share
- Whole year group provision maps detail specific interventions (wave 2 & 3) and updated termly and disseminated to staff via SEND and Pastoral Leadership Team Meetings.

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers & LSAs about differentiating the curriculum. Educational Psychologist support Speech and Language support Communication and Autism team Senior Leadership Team	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Annually	Increase in access to the Curriculum. Holistic success of pupils.

Hagley Catholic High School

Learning Support Manager				
Training for awareness raising of disability issues for example autism, hearing and visual impairment and moderate learning difficulties. INSET for staff, governors and signposting for parents. Outside agencies who currently support pupils. Learning Support Manager	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff and pupils to determine the current school views.	Whole school community aware of issues relating to Access and disability.	Annually	School environment will be even more inclusive.
All out-of-school activities are planned to ensure the participation of the whole range of pupils. For example additional staffing in place for trips where a disabled pupil is participating.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers where reasonable, that comply with all current and future legislative requirements	On going	Increase in access to all school activities for all disabled pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms, where reasonable.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Termly	Increase in access to the Curriculum Success of pupils.
Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils. Staff to include appropriate external agencies i.e Educational Psychologists, Speech and Language therapy, Visual and Hearing impaired team.	Maintain budgets where reasonable and training of specialist staff.	Staff have access to a qualified team to consult and to help to deliver education to disabled pupils.	Annually	Success of pupils Disabled pupils fully integrated into the school community.

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

The school has set the following priorities for physical improvements to increase access:

- Where structural changes are made, access for those with both physical and cognitive disabilities will be at the forefront of planning and development.
- Where possible, lighting will be improved and signage will be made more clear
- The floorings, both internal and external, will be maintained to a good standard, and replaced where any risk is present
- Physical alterations will be made to the infrastructure of the school if any unforeseen requirement should arise
- Where funding is a limiting factor to the provision of equipment or making changes to the school environment, external funding sources will be explored and applied for where possible
- The school will always work with the families of pupils to reach the best solution

An access audit has been conducted, a list of areas for improvement has been made, and actions prioritised. **This plan must be read in conjunction with the access audit and action plan.**

Hagley Catholic High School

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has an SEN plan that incorporates the adjustments needed for pupils with disabilities requiring them to have information delivered in a different way. Students undergo an assessment and adjustments are made following liaison with parents and caregivers. The adjustments made include making information available verbally instead of in writing, in large print, on specific coloured paper or in simplified language. If it became necessary, the school would make arrangements for further adjustments including supplying information in Braille or on audio/video tape etc.

See the SEN plan and procedures for detail on how individual assessments are made.

The SEN team are fully aware of the support services available to them and take the advice of individuals' health care professionals and caregivers before implementing any new adjustment to ensure that it is appropriate.

Target	Strategy	Outcome	Timeframe	Achievement
Provide handouts, pupil organiser timetables, textbooks and information about the school and school events in an easy to read font.	Reprographics informed that materials are to be provided in different font size etc. to support pupils	All school information available to all	Termly	Pupils and parents able to access school information
Review documentation with a view of ensuring accessibility for pupils with visual impairment. For example use of CLARO, laptops, enlarged texts etc.	Take advice from Hearing and Vision Support Services about the use of alternative formats and IT software to produce customized materials.	All school information available for all	Annually	Delivery of school information to pupils and parents with visual difficulties improved.
Provide materials in an easily accessible format for pupils who have dyslexia or difficulties accessing written texts. Explore the use of ICT and alternatives to written texts. To include exam papers	The use of coloured paper, PowerPoints with a non-white background. Learners using Load2Learn to access texts. CLARO or reading pens.	Lesson content easily accessible to all learners	Termly	Pupils with dyslexia will become more independent.
For pupils with social, communication difficulties to be able to express their thoughts and feelings.	Through nurture groups, study support and daily 1:1 time where pupils can express their thoughts. Autism progression framework to set and monitor targets. Access to a quiet space for pupils who need timeout.	Inclusion for pupils with social, communication difficulties.	Termly	Pupils with autism will feel valued and able to make an even more positive contribution to school life.

3. Making it happen

3A: Management, coordination and implementation

The Academy Committee takes overall responsibility for the plan. They receive regular updates with progress through;
SEND meeting minutes
Health and Safety policy updates
Annual Review of SEND policy

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Nominated member of Academy Committee liaises with SENCo
- The plan will be revised annually and approved by the academy committee
- The plan will be updated along with any changes to current legislative requirements or accepted best practice
- Any updates in SEND policy will be incorporated into the plan as and when required
- SEND is an integral part of the school's development plan and is reviewed termly with SLT and the Assistant Vice Principal

Hagley Catholic High School

Management responsibilities

Position	Name	Responsibility
Principal	Suzanne Horan	Overall responsibility for the plan Ensuring that resource is made available for its successful implementation
Facilities Manager	Emma Kitchen	Audit of the physical environment and update of the plan
SENCO	Lindsay Imrie	Updating and coordinating the implementation of the plan for pupils with Special Educational Needs
Academy Committee		Approval of the plan Assistance with the allocation of resource

The Accessibility Action Plan details responsibilities for each action and a timescale for completion. If funding is a prohibitive factor, this must be escalated to the Academy Committee.

3B: Obtaining the school's plan

The school makes its accessibility plan available in the following ways:

On the Shared Drive under School Policies

Hard copy from the SEN Coordinator, Facilities Manager or Principal

Detail relevant to individuals will be supplied to them as necessary or as requested.