



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Accessibility Plan

Version	1
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Post holder responsible	Assistant Principal: DSL, SEND, Inclusion, PP & CEIAG

Accessibility Plan

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Hagley Catholic High School is an inclusive catholic community that is guided by the Gospel values that are expressed in our school aims and mission statement. These aims promote inclusive education in its widest sense in all areas of school life.

Providing for students with Special Educational Needs and Disabilities (SEND) is just one way in which Hagley Catholic High School promotes and supports inclusion. We believe that each child is unique, being created in God's own likeness, each with his/her own gifts and talents.

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 and epilepsy.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison

with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Please see below for our action plan in accordance with the Equality Act 2010.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

TARGETS	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN/STRATEGIES	PERSON RESPONSIBLE	COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>To ensure that lessons provide opportunities for ALL students to achieve.</p>	<p>Our schools Teaching and Learning approach uses adaptive pedagogical strategies and techniques to meet the needs of all learners.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students; those with SEND are additionally monitored by the SENDCo.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Effective deployment of staff to support specific needs by carrying out tailored intervention programs.</p> <p>Whole staff training on how to meet the needs of student with SEND.</p> <p>Ensure that information is presented in a way that meets the needs of student with specific difficulties.</p> <p>Ensure that strategies/interventions recommended by external agencies are implemented correctly.</p> <p>Ensure that equipment provided by outside agencies is used correctly and that staff receive adequate training.</p>	<p>SENDCo SLT Class Teachers Support Staff</p>	<p>Ongoing throughout the life of the plan.</p>	<p>Students achieve or exceed their individual targets.</p> <p>When lessons are monitored, SENDCo/SLT can identify that strategies outlined in this plan are in place.</p> <p>Positive feedback from parent and student voice</p>

<p>To ensure effective communication and engagement with parents.</p>		<p>Parent survey to be sent out termly to gain parents views and feedback so we can continually strive for excellence.</p> <p>Invite Parents to a SEND Parent workshop to share our practice, useful strategies and pedagogy.</p> <p>Up to date information on website Regularly updated.</p> <p>Effective signposting to additional support agencies for SEND parents.</p>	<p>SENDCo</p>	<p>Time allocated</p>	<p>Termly meetings Written report comment with/to parents/carers Parent workshops Parent surveys</p>
<p>To ensure all training for staff on increasing access to the curriculum for all students is current and up to date and look for further tailored CPD opportunities.</p>	<p>SEND staff meetings and update training are held regularly in school.</p> <p>1:1 meeting's between Teachers/TA's and the SENDCo to review strategies being used and discuss next steps in ensuring the needs of all SEND students are being met.</p> <p>CPD for new staff and ECT's on the expectations within our school for our SEND students.</p> <p>A SEND bulletin is distributed to all staff on a weekly basis</p>	<p>All staff to hold up to date epi-pen and asthma training.</p> <p>Training for staff on emotion coaching and restorative approaches.</p> <p>Continued feedback from staff through staff surveys on further training and CPD they would find beneficial.</p> <p>Training opportunities from external agencies e.g., SEMH, MHST, Autism Outreach etc.</p>	<p>SLT / SENDCo/ School nurse/ External agencies</p>	<p>Training time TA time allocated</p>	<p>EpiPen training Training to support SEMH needs from Occupational therapist Precision teaching training for TAs</p> <p>Access to courses on line</p> <p>Key Staff to access Positive handling training and training updated for trained staff when needed SENCo to deliver staff</p>

	<p>All staff are trained on scaffolding and adaptation of the curriculum to ensure all students can access a broad, balanced, and ambitious curriculum.</p> <p>1:1 support staff with experience in specific SEND needs are in place for students who need 1:1 support.</p>				meeting – termly
<p>To increase the effectiveness of resources used to increase access to the curriculum for all students.</p>	<p>Our support staff are strategically deployed to ensure the right level of support is in place in every classroom.</p> <p>An intervention timetable is set up to ensure extra support is in place where needed.</p> <p>Visual timetables, Now and Next boards are in place for student who need routine and structure. Lessons are scaffolded using concrete resources, visuals and resources such as key vocabulary word banks to ensure all student can access the curriculum.</p> <p>Sensory Resources are available to student who need them e.g., ear defenders, fidget toys, Lego, etc The Hub is a place where students can go is they need to work in</p>	<p>Sharing of good practice between support staff, using areas of expertise.</p> <p>Effective feedback from support staff to class teachers.</p> <p>Audit of SEND resources to ensure new resources can be purchased and updated.</p> <p>Review the resources being used to evaluate their effectiveness and adapt where necessary. Rigorous monitoring of scaffolding and adaptation across the school to ensure all resources are effective and to provide further CPD where necessary.</p>	SENDCo/ SLT	Time allocated	<p>Strategic deployment of support staff Interventions for each class planned on weekly timetable Use of ICT</p> <p>More concrete resources purchased SENCo to lead staff meeting regarding use of resources.</p>

	<p>small groups or if they have interventions.</p> <p>Each student on SEND register has Pupil passport that outlines their needs and offers complementary teaching and learning strategies</p> <p>Sensory breaks are accommodated for student who need them- to self- regulate.</p>				
<p>Appropriate use of specialised equipment to benefit individual students and staff</p>	<p>Where specialized equipment is in place, this is being used effectively by the staff responsible.</p> <p>Specialised equipment used is suitable to the needs of the student who are using it.</p> <p>Specific staff (both teaching and support) take responsibility for specialized equipment.</p>	<p>Training, where appropriate, on the use of specialized equipment.</p> <p>Appropriate use of specialized equipment to benefit individual students and staff.</p> <p>Rigorous monitoring to ensure specialized equipment is being used effectively.</p> <p>Pupil Voice- gain pupil feedback on equipment used to gain clarification of how effective it is to individual students.</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Appropriate use of specialized equipment to benefit individual students and staff Student allocated specialist equipment have access to them daily and staff are ensuring they are being used correctly and safely</p>

<p>Access and maintain access to the physical environment.</p>	<p>Our school environment is adapted/ and can be adapted to the needs of our students as required.</p>	<p>To review existing Education, Health and Care Plans (EHCP) annually for students with disabilities and adapt/extend provision where required.</p>	<p>SENDCo Site Manager SLT Safeguarding Lead</p>	<p>Ongoing throughout the life of the plan.</p>	<p>Provision for all students will be outstanding and meet their needs.</p>
<p>Access to outdoor activities on site for students with wheelchair or other mobility issues.</p>	<p>Our school currently has the following adaptations: Large corridor width</p> <ul style="list-style-type: none"> • Disabled parking spaces at the front of school • Disabled toilets and changing facilities • Ramps from several parts of school • Lifts in two of multi floor buildings <p>School is accessible in most areas to most wheelchair users with the use of a ramp.</p> <p>Ensure students, staff and visitors feel supported in an emergency to evacuation the building.</p>	<p>To seek support from external agencies as and when appropriate.</p> <p>Reviews with Class Teachers, parents and support staff.</p> <p>The HUB has obtained a grant to be refurbished</p> <p>Ramp in the school main entrance from</p>		<p>To be assessed by July 2024.</p> <p>April 2025</p>	<p>Our school continues to be as accessible as possible to wheelchair users.</p>

<p>To improve the delivery of information to students with a Special Educational Need and/or Disability (SEND).</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <p>Large print resources are available when necessary</p> <p>Provision Map (Pupil Passports) to share SEN needs.</p> <p>Ensure that all information that is provided in writing is also available in alternative formats</p>		<p>All members of staff</p>	<p>Ongoing throughout the life of the plan.</p> <p>June 2024</p>	<p>School will be able to successfully deliver information in several ways as outlined in our strategies.</p>
<p>All student to be able to take part in school visits, out of school activities and after school clubs, regardless of their Special Educational Need or Disability (SEND).</p>	<p>All students are invited on residential trips and necessary adaptations are made after reviewing the risk assessment.</p> <p>All students are invited on all school trips and off-site activities.</p> <p>The necessary adaptations are put in place after review of risk assessment.</p> <p>A variety of after school clubs take place- sports, science, choir and art which are open to all students and the necessary adaptations are made.</p>	<p>Thorough risk assessments to be carried out for all visits. School to ask for input from external agencies where appropriate.</p> <p>All out of school activities and after school clubs are accessible to all students and adequate support is in place when needed.</p> <p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of students.</p>	<p>SLT which includes Safeguarding Leads SENDCo Class Teachers Trip organisers</p>	<p>Ongoing throughout the life of the plan.</p>	<p>All students will participate in school visits.</p> <p>Reasonable adjustments are made Necessary resources are allocated Leading staff have the correct training</p>

	<p>All SEN students are offered a chance at a placement at Halesowen College as part of our Careers offer.</p> <p>All leading staff on school trips have completed the Educational Visits Lead training which includes reasonable adjustments.</p> <p>When planning visits, visit leads complete additional risk assessments which address all the reasonable adjustments that will be put into place for SEND student.</p>				
<p>To successfully support students and families with SEMH needs.</p>	<p>School have members of staff with significant training in SEMH needs. These staff can signpost students and parents to the necessary support.</p> <p>School has a Senior Mental Health Lead in post.</p> <p>School has access to a Specialist Advisory Teacher for SEMH. School has access to the MHST.</p> <p>Staff training on Restorative Approaches and Emotion Coaching Training</p>	<p>Continue the good working relationship with our Specialist Advisory Teacher for SEMH.</p>	<p>SENDCo Safeguarding Leader Class Teachers</p>	<p>June 2024 Ongoing throughout the life of the plan.</p>	<p>Students and families with SEMH needs will feel supported and will have access to the necessary provision they need.</p>

<p>Student Voice</p>	<p>Regular student Voice polls to gain feedback of student opinions and needs</p> <p>Ongoing interventions from staff to gain and support students</p> <p>All pupil passports are created collaboratively with the students</p>		<p>SENDCo</p>	<p>Interviews to be carried out during Spring term as part of the monitoring cycle.</p>	<p>Everyone in the school community will have access to relevant information.</p>
<p>School behaviour policy and other whole school policies to be reviewed to ensure the needs of all students with SEND are met and accommodated for.</p>	<p>Formal adaptations are made to the behaviour policy for those students with SEND and all students.</p>		<p>SLT SENDCo All staff</p>	<p>January 2025</p>	<p>Our school policies will consider the needs of all students here at Hagley Catholic High School.</p> <p>There will be sufficient strategies put in place to ensure the needs of all students are met and that exclusion would be the last resort.</p> <p>Rewards and sanctions would consider the needs of SEND.</p>

4. Monitoring arrangements

This document will be reviewed annually.

