



# ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL  
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

## Accessibility Policy

### St Richard Reynolds Catholic College

**Policy:** Accessibility Policy

**Date of publication:** October 2014

**Date of approval by Governing Body:** October 2014

**Date of next review:** September 2017

#### Section 1 - Introduction

##### 1.1

The Equality Act 2010 provides a single piece of legislation covering all the types of discrimination that are unlawful.

##### 1.2

Under the provisions of the Act, schools and Local Authorities have to carry out accessibility planning for disabled pupils.

##### 1.3

Our College's accessibility policy aims to:

- Maximise the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the College to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils;
- Ensure staff are properly trained to understand the needs of disabled pupils

##### 1.4

The College recognises the need to provide adequate resources for implementing plans and will review them regularly.

##### 1.5

The legal definition of a person with a disability is someone who has:

*Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

##### 1.6

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical

conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

#### 1.7

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

## **Section 2 - Vision and values**

#### 2.1

The College fully embraces the vision of Catholic Education. We believe that all children and young people have the right to be healthy, happy and safe; to be loved, listened to, challenged and inspired; and to have high aspirations for their future. The College fully supports inclusive education and takes the necessary steps to ensure that every pupil is given equality of opportunity to develop personally, socially and spiritually; to learn and to enjoy community life. Equally, staff can expect to be treated fairly and inclusively.

#### 2.2

The College's mission Statement endorses our commitment to inclusivity, equality and accessibility:

*St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be. We do this by:*

- *aiming for excellence in every area of our learning*
- *showing love and care for each other*
- *responding to the call of God in prayer*
- *committing ourselves to justice and service*

*We follow St Richard Reynolds' call to 'See the good things of the Lord' in each other, in our academic studies, in our appreciation of the world around us and in our own God-given gifts and talents. With God's help, we strive to be a community where the gifts of the Holy Spirit are evident in our daily lives: love, peace, faithfulness, joy, goodness, gentleness, patience, self-control and kindness.*

## **Section 3 Information gathering**

#### 3.1

Starting points for Accessibility planning are assessments of:

- The nature of the College population for whom the College is planning;
- The nature of the College environment and current and future buildings

#### 3.2

Pupil information will include a range of data:

- Pupils already in College and moving through it;
- The nature of the future intake.

3.3 In planning for the future the College will consider:

- The presence of disabled pupils and their participation in the life of the College, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in College clubs and visits, and parts of the College to which disabled pupils have no or limited access;
- The level of staff awareness and training;
- The impact on disabled pupils of the way the College is organised, including College practices around the administration of medicines, timetables, anti-bullying, trips and teaching and learning;
- The physical environment of the College;
- The ways in which information is currently provided for disabled pupils;
- Outcomes for SEND pupils including exams and end of key stage results and achievements in extracurricular activities.

## **Section 4 - The College building development plan**

### 4.1

The College is embarking a programme of building development as the College grows each year in order to provide the best learning environment for all pupils. The plans include a special unit, Strathmore School to provide for children and young people with severe physical or sensory disability.

In considering plans the College will consider:

- The physical environment;
- Access to education and facilities;
- Need for personal care;
- Accessibility of lifts;
- Availability and training to use evacuation chairs;
- Practicality of powered wheelchair movement around the site;
- Parking spaces with room for tail lifts;
- Needs for any specialist furniture or equipment;
- Access to the curriculum.

## **Section 5 - Accessibility Objectives Year 2014 - 2016**

The College plans to:

- Investigate any accessibility needs of current pupils and new Year 7 and Reception children (including joiners at other times) and plan accordingly;
- Ensure that staff are appropriately trained to understand the needs of children with disabilities;
- Ensure that disability access to educational visits is adequately funded;
- Audit signage around the College to ensure it is accessible and easy to follow;
- Ensure that plans for the development of the College site include consideration of accessibility for disabled staff and pupils.