



St Richard Reynolds Catholic College

Policy: Accessibility Policy

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St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are loved, listened to, challenged and inspired.

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

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

In our school we love, listen to, challenge and inspire all our pupils, whatever their ethnicity, gender, culture, faith, ability, disability, or medical need. We have high expectations of all our pupils and we help them to become the person God created them to be.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Pupils who have particular needs are well supported in our school and they make progress.</p>	<p>To increase the number of curriculum resources which include examples of people with disabilities.</p> <p>Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.</p> <p>Implement and review new curriculum for all learners and ensure resources are being used for those with disabilities.</p> <p>Pupils gain greater awareness of racial diversity through the curriculum and extended learning.</p>	<p>Review of policies with the Governing body.</p> <p>Curriculum Maps designed by subject leaders to ensure coverage and a broad and balanced curriculum.</p> <p>Learning walks to be carried out to ensure effective delivery of an inclusive curriculum and classroom environment for all pupils.</p>	<p>SLT SENDCO</p> <p>Assessment lead</p> <p>Class teachers</p> <p>Subject leaders</p> <p>Governors</p>	<p>ongoing</p>	<p>All policies reviewed and updated in light of the Equalities Act</p> <p>Lesson resources and Assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.</p> <p>Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.</p> <p>Review of the</p>

	<p>The school works with external agencies: OT and Behaviour Support.</p> <p>Staff are provided CPD in the needs of pupils with disabilities.</p> <p>Our Anti-Bullying and Behaviour Regulation Policies have recently been reviewed with pupil and parent engagement.</p> <p>There are established and effective monitoring systems in place to track pupil attainment and progress. Groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behavior or bullying. Pupils report that they feel safe in school, and that their views are listened to.</p> <p>The College has appointed a Racial Justice Champion within our staff In order to develop our curriculum initiatives to advance equality, for example by facilitating learning around diversity themes.</p>	<p>opportunities.</p> <p>Steps are taken to reduce and /or eliminate negative stereotypes of disability across the school and to promote positive understanding</p>				<p>curriculum ensures needs of all pupils are being met and curriculum audits identify a number of positive examples of disability and no negative stereotyping.</p> <p>Individual Support Plans are set with specific targets to ensure all children get the provision they need to support them in making progress in line with the expectations.</p>
<p>Improve and maintain access to the physical</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Special seating for specific 	<p>To ensure access arrangements are in place for all learners.</p>	<p>Audit of school environment</p>	<p>Head teacher Site team Governors</p>	<p>Ongoing</p>	<p>The needs of individual pupils are considered when deciding classrooms.</p> <p>Classroom seating is</p>

environment	<p>children</p> <ul style="list-style-type: none"> ● Laptops for specific children ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Luminous exit signs ● Handrails ● Lift to ensure disability access at every floor level. 	To upgrade the sound system in the school hall to aid pupils and members of the school community with hearing impairment.				<p>considered for individual needs.</p> <p>Corridors are large enough for wheelchair access.</p> <p>Ramps are provided where necessary.</p> <p>Children have access to disabled toilets.</p> <p>Wheelchair users have access to the 1st and 2nd floors by lift.</p> <p>Improved quality of sound in the school hall for all users including those with hearing impairment.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Large print resources ● Change the background of presentations ● Use of visual timetables and Now and Next charts ● Use of Chromebooks where necessary. ● Pictorial or symbolic representations 	To ensure children have information provided in a way so they are able to access their learning.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc..	SENDCO SLT	ongoing	<p>Continue to monitor delivery of information.</p> <p>Ensure delivery is done to suit the needs of the learners via varying prints, alternative methods.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by St Richard Reynolds Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Our school is a three story building.	Decisions around classrooms will be audited around children's need and accessibility.	Head teacher	Ongoing
Corridor access	Corridors are large enough throughout the school for wheelchair access.	Ensure that corridors are kept accessible and safe at all times.	Head teacher	Ongoing
Entrances	The entrance to the school is large and welcoming. There are two entrances to the school and either can be accessed depending on the child's need.	Ensure entrances to the school are kept in accordance with the disability access regulations.	Head teacher	Ongoing

Ramps	Access to the playground and outdoor areas is sufficient and can be accessed, we currently have no wheelchair bound children within school.	To ensure all learning areas can be accessed by all children.	Head teacher	Ongoing
Toilets	There are 7 disabled toilets throughout the school with correct signage placed on them.	Ensure the toilets are always kept clear and usable for children, teachers, parents and visitors with disabilities.	Head teacher	Ongoing
Reception area	The reception area is large and is accessible for wheelchair users.	Ensure the reception is in accordance with the disability access arrangements.	Head teacher	Ongoing
Internal signage	There is the correct signage allocated around the school for disabled toilets, fire exits and evacuation procedures.	Ensure the correct signage is used and any new accessibility features have the correct signage on them.	Head teacher	Ongoing
Emergency escape routes	All downstairs classrooms have a fire exit external and upstairs have access to internal staircases which provide	Ensure escape routes are kept clear and accessible at all times.	Head teacher	Ongoing

	immediate access to outside			
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