

Accessibility plan

St Anne's Catholic School and Sixth Form College



Approved by:	Headteacher	Date: January 2019
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Owner	Anne Murphy	

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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
 - i. within a reasonable time, and
 - ii. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,

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.

The key objectives of the Accessibility Plan are:

- (a) That no student or prospective student is treated less favourably due to their special needs or disability. Reasonable adjustments will be made as far as possible in matters of admission and education.
- (b) That, where practical to make reasonable adjustments, based on the information and advice received; the school will enable a prospective disabled student to take up a place at the school if she/he satisfies the admission criteria.
- (c) To make the school accessible to disabled students and staff,
- (d) To create a positive, “can-do” ethos towards the issues faced by disabled students thus enabling them to take full advantage of the educational experiences offered.

The plan will be made available online on the school website,

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.

The school has an Equal Opportunities Policy 2018

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.

We have included a staff and governors in the development of this accessibility plan..

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, 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.

: This policy complies with our funding agreement and articles of association.

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>	Person responsible	Date to complete actions by	Success criteria
Improve staff awareness of disability and additional needs	SENCO and departments work with relevant information to support pupils with disabilities and additional needs.	Ensure students are reaching their potential feel included and can thrive	SENCO	Ongoing	All staff are confident in teaching and support all pupils whatever their needs.
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	<p>curriculum for all pupil to aid their achievement , life skills and confidence to go onto a place or work or further study</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum where available.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Disabled student data is summarised annually/termly in terms of academic progress, attendance, behaviour, rewards and extra-curricular engagement</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	SENCO	Ongoing	Students with disability have full access to curriculum

		The curriculum is reviewed to ensure it meets the needs of all pupils. (Deputy Headteacher)			
Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Highlighting of step edges around the school 	To allow full access to the site for staff and pupils	School Business Manager and Site Manager	Ongoing	All pupil can move independently around the site.
Improve the delivery of information to pupils with a disability	Our school can use a range of communication methods to ensure information is	Consideration of resources for all pupils regarding their needs and what the school provides.	SENCO School Business Manager	Ongoing	Pupils have the resources they need to improve the delivery of the curriculum.

	<p>accessible. This includes:</p> <ul style="list-style-type: none">• Internal signage• Large print resources• Pictorial or symbolic representations <p>Improve staff awareness of disabilities and additional needs</p>				
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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 Governors Finance and Premises Committee

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equal Opportunities Policy 2018 including annual equality objectives.
- 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	Site is complex in nature due to number of building and age of building	Ensure lighting is adequate and flooring is in good repair	Site Manager & Business Manager	Ongoing
Corridor access	Corridors are adequate for the numbers of staff/children on site when everyone adhere to the walk on the right hand side. No running protocols	Ensure good signage Reminders in assemblies and tutor groups	HOY/Tutprs Site Manager Business Manager	Ongoing
Lifts	Only on lift in LSU – only two floors	1. Ensure lift is properly serviced 2. Apply for a lift in a CIF bid (once more urgent work is complete)	Site Manager Business Manager	1) Ongoing 2) 5 years
Parking bays	Car parking is limited	Car spaces clearly marked and staff giving 5 out of 10 days parking	Site Manager	Ongoing
Entrances	Clear and well lite	Ensure all entrances are kept clear and are well lite and where appropriate adequate entry system exists	Site Manager	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	Two ramps exist at the front and back of school	Rails on the ramp are kept in good order, that they are clear of rubbish and are well lit	Site Manager	Ongoing
Toilets	Accessible toilet	Accessible toilet are kept in good order and have the appropriate equipment to support the person.	Site Team Business Manger	Ongoing
Reception area	Accessible for all visitors and pupils	Receptionist to be available to support visitors with a disability to sign into the system	Receptionist	Ongoing
Internal signage	Review internal signage to support all pupils, staff and visitors	Review internal signage	SENCO Site Manager Business Manager	Annually
Emergency escape routes	Escapes are adequate for the pupils and staff on site	Review for when new students staff join the school.	SENCO Business Manager	Ongoing